CHANGES IN SELECTED FLORIDA HIGH SCHOOL PRINCIPAL CHARACTERISTICS ASSOCIATED WITH IMPLEMENTATION OF THE HUMAN RESOURCE DEVELOPMENT PROGRAM

By

HAROLD E. WINKLER, JR.

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Abstract of Dissertation Presented to the Graduate School of the University of Florida in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

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By

Harold E. Winkler, Jr.

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The study was designed to examine trends in selected demographics and selected professional dimensions of high school principals in Florida. A trend analysis was conducted over an 8-year period (1981-1988) during which the Human Resource Development Program was enacted (1984).

The researcher contacted all Florida high school principals appointed from 1981 through 1988. Each principal was asked to complete a demographic questionnaire as well as a School Principal's Job Function Inventory (SPJFI) that measured perceptions of the importance of and ability to perform four professional job dimensions. The results of the demographic questionnaire and the SPJFI were compared for the two groups of principals: those appointed to the principalship from 1981 through 1984 and those

appointed to the principalship from 1985 through 1988. The mean SPJFI scores of principals hired from 1981 through 1988 were compared to determine differences among their perceptions involving the importance and ability ratings in four job dimensions.

The responses revealed there were some differences between those principals appointed before and after the enactment of HRDP. The trend reflected a decline in the number of black principals selected after 1984. Principals appointed 1985-1988 also tended to have higher degrees and fewer years of experience. Data trends reflected a significant quadratic relationship between year of appointment such that principals ratings of importance of relationships with people and groups increased from 1981 to 1984, but declined from 1985 to 1988. Another significant quadratic relationship was observed for principals' ratings of the importance of general administration. These means declined from 1981 to 1984, but generally increased from 1984 to 1988.

Assuming the HRDP was enacted to facilitate positive changes in principal selection outcomes and noting the absence of support for such change in this study, the researcher recommended that the continuation of the HRDP could not be justified without modification. It was recommended that, if the HRDP is to continue, further research is needed to evaluate if principals appointed as a

result of the HRDP are producing the change associated with effective schools.

CHAPTER I
INTRODUCTION

Educational reform reports produced during the early 1980s reflected a growing concern for American secondary school systems. The publication of A Nation At Risk (National Commission for Excellence in Education, 1985) opened a debate on the effectiveness of American secondary education. The National Commission on Excellence stated that education in our society is being eroded by a tide of mediocrity, and added that if a foreign power had imposed the mediocrity found today it could well have been considered an act of war (Boyer, 1984).

Schools became a center of focus. According to Boyer (1984), "After more than a decade of neglect, education became a top priority again. The schools were nearly everybody's candidate for reform" (p. 525).

President Reagan kept education high on his public agenda while governors, legislatures, and local school boards organized task forces on the schools. In A Nation At Risk, it was reported that

> Each generation of Americans has outstripped its parents in education, in literacy, and in economic attainment. For the first time in the history of our country, the educational skills of one generation will not surpass, will not

> equal, will not even approach, those of their parents. (National Commission, 1985, p. 11)

This concern was further echoed in Naisbitt's (1982) Megatrends when he said

> It is more and more apparent that young high school--even college graduates cannot write English or even do acceptable arithmetic. For the first time in American history, the generation moving to adulthood is less skilled than its parents. (p. 9)

U.S. Secretary of Education, Terrell Bell (1984) further stressed the emphasis on education when he stated, "Education is to state government as national defense is to the federal government" (p. 532). He went on to state that if the educational systems across the nation are going to increase achievement, then "most of the effort for lasting improvement will have to come from state and local levels" (p. 532). He asked that every state accept the challenge to (a) attain at least four major goals dealing with the five major basics suggested by the National Commission on Excellence for Education, (b) surpass their 1965 Scholastic Aptitude Test (SAT) and American College Test (ACT) scores, (c) reduce dropout rates to less than 10%, and (d) increase entry-level teaching salaries.

Goodlad (1983) also looked at school reform in relation to how some teachers teach and what some students are taught. He found that teaching procedures consisted mainly of lecturing, monitoring, and quizzing, with little

"student-to-student dialogue" or "opportunities to work in small groups or to plan, set goals, determine alternative ways of achieving goals and the like" (p. 552). He further concluded that

> even the most successful schools appeared not to place the supposedly central business of educating at the top of the school improvement agenda. The failure of schools to do so appeared to become a matter of concern only when virtually everything else in the ecosystem of the school had fallen into disarray. (p. 555)

To improve schools and break free from instructional rigidity, Goodlad said it is necessary for states to articulate clear goals for schooling on which "there now appears to be substantial agreement" (p. 556). He went on to say that

> Currently such goals are usually merged inconspicuously with other directives in state documents. The charge to schools is not at all clear. School districts should be expected to assure the presence in each school of a comprehensive curriculum encompassing academic, citizenship, vocational, and personal goals equally assessable to all students. (p. 556)

In Profiling Excellence in America's Schools, Roueche and Baker (1986) reviewed numerous studies conducted by national commissions. In compiling their work, they drew four conclusions about America's schools. First, our school teachers and administrators ask too little time from students: "Students in the United States spend too little time in school compared to other industrialized nations" (p. 2). They also noted that the writers of A Nation At Risk had observed that homework for high school

students had decreased "while grades had been rising as national achievement scores have been declining" (p. 2).

Second, Roueche and Baker (1986) agreed with Goodlad that our schools' teachers concentrate on lecture and memory and ask too little mental effort of students. Goodlad (1983) called this rote memory and lack of mental growth "teacher talk" (p. 552). He estimated that once teacher talk and housekeeping chores are done that only

> 12% of available classroom time was spent on a combination of observing demonstrations . . . discussions . . . simulation and role playing, reading, and actively involving the use of audio visual equipment. The feedback-with-guidance associated with helping students to understand and correct their mistakes was almost non-existent. (p. 552)

Sizer (1984) agreed with Goodlad (1983) and Roueche and Baker (1986) that teachers spent two-thirds of class time on lecturing and one-third of class time on noninstructional activities. Sizer painted a picture of mediocre students and mediocre teaching that "reduced the efforts of both students and teacher to an irreducible and pathetic minimum" (p. 156).

A third theme that Roueche and Baker (1986) found was that schools "allow--even encourage--students to take too many inconsequential courses" (p. 3). The high school curriculum tries to accomplish it all, but in offering too many easy courses high schools send the messages that minimal expectations are enough. Finally, Roueche and Baker reported that research and commission reports

concluded that "we tolerate--even encourage--ineffective teaching" (p. 3). Roueche and Baker (1986) quoted Sizer as describing the teaching in high schools as "abysmal" when he said that

> While some of this clearly is due to teachers' incompetence, insensitivity, and carelessness, some also flows from the conditions of work . . . the demeaning attitudes and the public policies which flow from them, with which the public treats the profession. (p. 4)

In addition to attitudes from teachers and the public, the authors noted that teachers have "little influence in important educational decisions and were rarely trusted with the selection of the texts and rarely consulted, much less given significant authority over the rules and regulations governing the life at their schools" (p. 4).

Many authors of the research and commission reports did more than just point out the ills of high school; they also included recommendations for improvements. Most of the recommendations focused on leadership and on the expectations that are placed on leaders, students, teachers, and parents. States across the nation have responded by (a) increasing the number of credits required for high school graduation; (b) increasing the number of courses required in the core curriculum of English, math, and science; (c) toughening grade point average (GPA) requirements for graduation and sport eligibility; and (4) providing inservice training to create more effective teachers and leaders.

Many agree that for the role of the high school to change, leadership must improve. Increased standards, greater awareness of effective teaching and orderly school climates must be pulled together by effective leadership. Huling-Austin, Stiegelbauer, and Muscella (1985) expressed the sentiment that "for better or for worse, a large portion of the responsibility for guiding change in the high school falls squarely upon the shoulders of the building level administrator" (p. 75).

In 1980, the Legislature in the State of Florida began to recognize the key role that principals play in school leadership, by creating the Florida Council on Educational Management (FCEM). The purpose of the Council as described by the Management Training Act (Section 231.087, Florida Statutes) is to improve the quality of education by improving the management process. The Florida Legislature (1986) recognized that

> quality education in the public schools of this state requires excellence in its principals and other managers. Efficient and effective management of schools to meet the needs of students in today's society requires a unique blend of skills, experience and academic background which is rarely provided through the typical baccalaureate or graduate programs in education. (p. 94)

The law charged the Council to

1. Identify competencies of high performance principals.

2. Validate the competencies through research.

3. Identify standards and procedures to evaluate performance.

4. Identify training processes necessary.

5. Identify procedures for a program of competency based certification of school managers.

6. Develop and implement a compensation program for managers which is based on successful performance.

7. Identify criteria for screening and selection of managers.

8. Perform studies necessary to achieve the purpose of the act.

In a report submitted to the FCEM for interested citizens, Drummond and Snyder (1984) stated that the purpose for the FCEM was to

> [tie] together the research on effective schools with the role of the principal, and the preparation and training for the principalship with districts, university, and state policies and procedures, pointing up the need to be discussed and resolved if public schools and their management are to be significantly improved. (p. 2)

Drummond and Snyder went on to say that quality "education is essential to the present and future environment and economic health of our nation, state, and local communities. Florida has not waited for national urging to address its educational needs" (p. 6).

The Legislature, Governor, and FCEM initiated two independent research projects to identify the competencies of high performance principals. The competencies

identified in these research effects serve as the criteria for aspects of management development in Florida such as certification, training, selection, and evaluation. In Executive Summary of the Behavior of the High Performing Educational Manager, Martinko and Gardner (1984) reported that the major research questions were

1. What are the competencies which characterize effective principals?

2. What are the differences between the competencies of high versus moderate performing principals?

3. What is the impact of the environment on a principal's behavior?

Based on this research, the Florida Council on Education Management adopted the Florida Principal's Competencies (FPC) in January, 1984. There were 19 competencies in total, with 7 designated as basic and 12 as high performance.

Improving the conditions for principal effectiveness means preparing principals to function in a fragmented and varied working environment. It also means training principals to develop cognitive and analytical skills and providing them the feedback necessary for improvement. The primary purpose for the Human Resource Development Program (HRDP) was to improve the quality of education through the performance of principals and to serve as the necessary link between leadership and effective change.

Florida school districts implemented processes to improve the selection, training, certification, career development, and compensation of principals and assistant principals. Each district was required to develop a human resource development program, with the intent of improving the quality of leadership throughout the state of Florida.

Researchers at the University of Chicago conducted a similar project in 1972, as an attempt to improve the procedure for selecting school principals. The selection procedures were of significant interest in this research because of a suit brought on by the National Association for the Advancement of Colored People (NAACP) in a federal court to block the use of tests in the hiring process for principals in New York City. The claim was that the written test discriminated against black and Puerto Rican candidates and that the written parts of the test were not "job related." A study conducted by researchers from the University of Chicago validated the selection procedure for school principals. The validation required an empirical demonstration of the extent to which tests or assessments of a person's skills and attributes used in the hiring process were related to, or predicted, measures of on-the-job performance.

The study was conducted in two phases. The first phase consisted of a job analysis of the school principalship in order to identify the major job function

performed by the principal and their relative importance. The occupational analysis was done using a library research of the content of the principal's job and an interview with a person familiar with the principal's responsibilities--principals themselves, teachers, and superintendents. Finally, on the basis of all of the phases of the occupational analysis, a standardized and qualified instrument for describing the principal's job was developed. Further study on a national scale resulted in revisions that eventually led to the identification of 17 professional dimensions of a principal's performance and revealed that the instrument was sensitive enough to differentiate among the demands of the principal's job and to reflect differing concepts of the job held by individual principals. The School Principal's Job Function Inventory (SPJFI) provides a standardized and quantified procedure for defining the basic functions or dimensions and for assessing their relative importance for overall successful performance.

The Florida Principal's Competency (FPC) research and the identification of professional dimension research conducted at the University of Chicago both represent a recognition of the importance of leadership and the need to improve the process of selection and training of principals. The realm of the dimensions or competencies of the successful principal consists of skills, knowledge,

self-image, social roles, motives the individual possesses, and the demand for these behaviors on the job. The extent of competence is peculiar to each individual and any process of selection or training must be flexible.

The factors that have consistently been identified as characteristics for effective schools are all either directly or indirectly related to the effectiveness of principals. Effective principals see themselves as leaders. Despite ambiguous roles, differing expectations, and often conflicting demands, they have a clear vision for their schools. They are able to create the personal action agendas to turn their visions into reality. Effective leaders use the many interactions in their work day not only to solve problems, but to collect information and monitor activities. They stand out from less effective leaders because of their strong sense of leadership, their focus on change, and their highly developed analytical skills. Successful principals know how to orchestrate the talents and abilities of these groups to produce the best learning conditions possible. Recognition is growing that the kind of person in the job of principal will likely determine the kind of school that results.

Statement of the Problem

This study was designed to examine trends in selected demographics and selected professional dimensions of high

school principals in Florida from 1981 through 1988. All Florida high school principals appointed during that period of time were surveyed. Data consisted of responses to a demographic questionnaire and the School Principal Job Function Inventory. Specifically, the following questions were addressed:

1. Are there differences between the high school principals appointed prior to the Human Resource Development Program (HRDP) of 1984 and the high school principals appointed after 1984 with respect to the demographic characteristics of race, age, years of experience, earned college degrees, and gender?

2. Are there differences among the high school principals appointed in the years 1981 through 1988, in terms of how they view the relative importance of the identified job functions measured by the School Principal's Job Function Inventory (SPJFI)?

3. Are there differences among the high school principals appointed in the years 1981 through 1988, in terms of how they describe their ability to carry out the job functions as measured by SPJFI?

Purpose of the Study

Quality education in public schools must have strong and effective leadership. Florida's leaders, along with leaders from many other states, recognized this and as a result created through their departments of education and

legislation, academic career development programs. The HRDP was implemented as a career development program for Florida principals in 1984. The purpose of the program was to improve the selection, training, and career development of Florida's principals and assistant principals.

The purpose of this study was to determine if differences in the demographics and professional dimensions of Florida high school principals occurred following the implementation of the Human Resource Development Program (HRDP). The research results could be used to determine the relative importance of professional dimensions for overall success, as well as to identify group training needs and to understand the change in demographics of the high school principalship since the implementation of the HRDP in 1984. Information gained from this research also could be used by state government and its universities to evaluate the impact of the HRDP on the type of leadership among those persons selected for Florida high school principalships.

Limitations and Delimitations

The following limitations and delimitations were identified:

1. The participants in the study were limited to those persons appointed as Florida high school principals between the years of 1980 and 1988.

2. Principals appointed prior to the HRDP in 1984 may have been affected by training offered through HRDP and therefore changed styles and behaviors.

3. In this study only selected demographics and the selected professional dimensions measured by the School Principal Job Functions Inventory (SPJFI) were examined.

Procedures

This ex post facto study involved eight groups of Florida high school principals. Four of the groups were all Florida principals appointed during each of the years from 1981 to 1984. The remaining four groups consisted of all Florida high school principals appointed during each of the years 1985 to 1988. Those appointed prior to 1984 represented Florida high school principals selected in the more traditional manner. Those appointed subsequent to 1984 represent the Florida high school principals selected using the newly required criteria and procedures of the Human Resource Development Program.

The population of high school principals used in the study was determined by the principals listed in The Florida Education Directory during the years 1981 to 1988. A list of the new principals was determined for each year, and they were mailed a demographic survey and a copy of the School Principal Job Function Inventory. The SPJFI consisted of two measures: one, the principal's perception of the importance of four professional

dimensions and a second, the principal's perceived ability to successfully perform the four professional dimensions. A level of 50% return was determined as a minimum standard for the study. There were 254 principals appointed between the years 1981 and 1988, and 134 instruments were returned. No group return rate was lower than 50%. Follow-up letters and telephone calls were used to encourage the highest possible response. The principals appointed and the number of returns for each year are listed in Table 1.

The survey "Trends Among Florida Principals," addressed demographic data on sex, race, age, years of experience, and college degrees. Graphs were used to reflect the percentage of demographic variables in each of the eight selected years.

The second part of the study involved for the general categories an analysis of principal data reflecting the responses to the SPJFI developed by the Human Resources Center at The University of Chicago. The SPJFI was chosen from 45 instruments that measured a variety of validated instruments available for research dealing with characteristics of leaders. The SPJFI was one of the few on the school principalship and was the only instrument that included dimensions closely related to the Florida Principal Competencies. The 17 dimensions on the SPJFI covered 14 of the 19 Florida Principal Competencies.

Table 1

Principal Response Rate by Year

Year	Number of Principals Appointed	Number of Surveys Returned
1981	66	37
1982	36	19
1983	20	10
1984	24	12
1985	34	17
1986	24	12
1987	28	16
1988	22	11
Total	254	134

The five specific Florida competencies not included in the SPJFI were

1. Pro-Active Orientation

   Takes the role of being fully "in charge" and all that happens in a situation or a job. An "internal control" orientation in which persons behave with the full assumption that they can be the "cause" and can move events, create change, and achieve

goals. Initiates action and readily takes responsibility for all aspects of the situation--even beyond ordinary boundaries --and for success and failure in task accomplishment. Initiates action of self and others to learn about the organization and to achieve goals.

2. Organizational Ability

Sets plans and promotes to accomplish goals. Schedules activities and the use of human and other resources for accomplishing goals. Shows a concern for time and establishing priorities for ways to get the job done.

3. Delegation

Delegates authority and responsibilities clearly and appropriately in accomplishing organizational goals. It is the ability to delegate a project not currently a part of a person's job, e.g., gathering information, developing a proposal or a plan, implementing a project.

4. Self-Presentation

The ability to clearly present one's own ideas, others' ideas, and information in an open and genuine way. Being able to share

ideas with others in an open, informative, non-evaluative manner. Effectively uses technical, symbolic, non-verbal, and visual aids or graphics in order to get the message across.

5. Written Communication

Ability to write clear, concise, and properly structured communication.

Many of the other instruments that were considered covered only three to five of the Florida Principal Competencies, or often turned out to be questionnaires and did not have validity and reliability data to support them. The SPJFI consisted of 120 items which describe activities performed in the school principal's position. There were two forms of the SPJFI. On one of the forms respondents were instructed to rate the items according to importance for their present position, on the other form they were instructed to rate the item according to their perceived ability to perform the functions, independent of their present position. Both forms were untimed and took from 30 minutes to 1 hour to complete.

The SPJFI consisted of 17 professional dimensions of principal performance that are classified under the four major headings: Relations with People and Groups, Curriculum, Personnel Administration, and General Administration. The classification and definition of the

17 dimensions in the School Principal Job Functions Inventory Research Manual (1976) follow:

I Relations with People and Groups

This dimension was measured by seventy items concerning ten different areas of relationships with individuals or groups. The relationship areas assessed were:

1. Personal Handling of Student Problems - assessing the principal's personal efforts to help problem students as opposed to delegating administrative problems with accompanying personal distance from students.
2. Organizational and Extra-Curricular Activities - encouraging athletic programs and activities of student organizations.
3. Individualized Student Development - dealing constructively with the whole range of student academic performance from the potential dropout to the gifted student.
4. Utilization of Specialized Staff - coordinating activities of the teaching staff with non-certified or special service staff.

5. Evaluation of Teacher Performance - establishing criteria, keeping records, and communicating results for all evaluations of teaching staff performance.
6. Collegial Contacts - staying in contact with professional colleagues and with developments in the professional field.
7. Racial and Ethnic Problems - taking positive action to cope with problems resulting from changes in the racial or ethnic composition of the school or community.
8. Problem Solving - handling interpersonal conflicts of legal, procedural, or informational problems.
9. Community Involvement and Support - working with individuals and organizations in the community to build interest in school activities and secure help dealing with problems.
10. Dealing with Gangs - recognizing gang influence in the school and developing strategies to deal with it realistically.

II Curriculum

This dimension was assessed by ten items that covered the two areas of Curriculum Development and Instructional Material. Curriculum development collected data on the principal's ability and willingness to be accountable to superiors for curriculum changes and success for failure. Instruction of Materials on the other hand, collected data on the principal as a facilitator helping teachers with new or existing instructional materials, methods, and equipment.

III Administration

This third area consisted of eleven test items that collected data on staffing and working with unions. Staffing assessed the principal's feeling about personal responsibility in hiring, assignments, and removal of all types of school staff. The items dealing with unions assessed the principal's understanding of the constraints and demands imposed by the unions and teacher associations.

IV General Administration

The fourth area consisted of twenty-one test items that assessed working relations with the central office, safety, and fiscal control.

Working relations with the central office was assessed by nine items that measured the principal's perception of importance and ability to maintain good two-way contact with the central office. Safety regulations consisted of seven items that gathered information on the principal's personal involvement in monitoring for possible safety problems. Fiscal control was assessed by five items that measured the principal's ability and perception about importance in planning the school budget and managing school accounts.

A raw score was collected for each of the four professional dimensions and a determination was made as to whether or not there were significant differences in the four professional dimensions.

The four professional dimensions of Relations with People, Curriculum, Personnel Administration, and General Administration represented the dependent variables, while participation in the Human Resource Development Program represented the independent variable. The raw scores collected on the four professional dimensions were analyzed using a regression analysis.

Definition of Terms

Consortium of Educational Leadership (CEL) consisted of the researchers at The University of Chicago who

developed the SPJFI as a selection process for school principals to improve the hiring process.

Human Resource Development Program (HRDP) was adopted in each Florida county to meet the requirements of the Management Training Act of 1984 for the preparation and selection of new principals.

Management Training Program (MTP) was a result of the Management Training Act of 1984. Each school district developed a human resource program to improve the quality of leadership in Florida schools.

School Principal Job Functions Inventory (SPJFI) was developed by the Human Resources Center at The University of Chicago to measure the principal's perception of the importance of a specific job function and their ability to perform the job function.

Organization of the Study

Chapter II consists of a literature review dealing with leadership research. Chapter III includes a presentation and an analysis of the data collected in this study. Chapter IV consists of a summary and the conclusion of the research data.

CHAPTER II
REVIEW OF LITERATURE

This review of the literature focused on two areas of research investigations on the school principal: the leadership role of principals and the principal as a change agent for innovation and improvement.

Among the various researchers who have studied school leaders, agreement was widespread that the principal is the key to a school's success. All the factors commonly associated with school success pointed to the effectiveness of the principal. The school principal is a pivotal exchange point and boundary agent between teachers, students, parents, the superintendent and others.

In Profiling Excellence in American School Roueche and Baker (1986) stated

> Throughout the literature, some behaviors and functions show up over and over as characteristics of excellent principals. And while we don't offer a recipe, because different situations may require different behaviors, we do believe that most effective principals address these characteristics as the basis for their effectiveness. (p. 35)

They went on to say that principals have the power to do their jobs; "they can shape the jobs to their own liking

by choosing to spend more time and energy on one aspect of the job than others . . . they can choose areas they want to emphasize" (p. 35).

The purpose of this review is to look at the common themes that develop through the research concerning effective leadership and the specific aspects of the principal as a change agent. The major emphasis of this review is research concerning the role of principals as leaders and change agents; however, there is also much literature in this area that was not research based. These authors made recommendations that are the product of much experience and have an appropriate place in a literature review dealing with leadership and change. Therefore, one section of the review sites procedures and criteria related to leadership and the change process recommended by various authors.

Leadership and the Principal

In a study of perceptions of the leadership role held by teachers, superintendents, and principals, Awender (1978) sent questionnaires to 105 school jurisdictions in Ontario, Canada. The study addressed the "leadership role of the principal as perceived by his staff, his superintendent and the principal himself from two different perspectives" (p. 172). It dealt with their perceptions regarding the actual state of affairs and their perceptions about the ideal nature of the role. He

concluded that principals, to do their job, had to "wear several hats," and that teachers and superintendents have different perceptions concerning the priorities that exist within the leadership role. He said that "there is a general lack of agreement concerning many elements of the leadership process" (p. 172).

Martinko and Gardner (1984) conducted one of two independent research projects to identify competencies of high performing principals, the differences between high versus moderate performing principals and the impact of the environment on principal behavior. The study included 22 primary schools, 9 middle schools, and 7 senior high schools, with 25 high performing and 9 moderate performing principals. The criteria used to identify the high and moderate performers were

1. competency exam scores
2. schools ranking on national achievement test
3. social reputation, athletic programs and maintenance of physical facilities
4. superintendent's ranking
5. tenure

The findings regarding the generic competencies indicated that

> There is a set of generic behaviors common to all effective principals . . . these findings suggest that cognitive dimensions and attributes have potential for distinguishing between high and moderate performers. (p. 162)

The key propositions developed from the study indicated that high performance principals

1. exert more control over their time,

2. receive more supplementary funding from outside resources,

3. support technical innovation, and

4. spend more time touring.

The authors further noted that "no single behavior, trait, or set of behaviors or traits appears to sufficiently describe the high performing principal. High performance is the result of a unique blend of environmental and personal traits and characteristics" (p. 58).

The McBur study done by Huff, Lake and Schaalman (1982) was contracted by the state of Florida to identify the competencies that characterizes the outstanding performers among public elementary and secondary principals in the state of Florida. The result of the study was a "competency model" that would be helpful in designing educational programs, selection systems, and inservice training. The researchers defined effective performance of principals by a principal's school scores on standardized test.

The authors noted that most previous research focused primarily on the task that principals perform rather than on the individual principals themselves. They said that

> Although a clear understanding of the tasks that principals perform is critical for determining

> the specific knowledge and skills a principal needs, the focus on task does not identify the generic knowledge, skills, and personal characteristics that contribute to overall success in the job of the principal. Thus, to develop a more comprehensive understanding of competence, it was necessary to move beyond the task that principals perform and concentrate on the principals themselves. (p. 1)

To accomplish this task the Florida Council on Educational Management commissioned two studies to be completed: first, the observational study by Martinko and Gardner (1984) to focus on the optimal competencies of principals, and, second, the study by Huff et al. (1982) to study basic competencies. The Martinko and Gardner study was a critical incident investigation, where principals were asked to focus on high and low points with the past two years, and discuss their thoughts, feelings, and behaviors. The study was limited to principals who had at least three years at their current school assignments, and consisted of 17 high performing principals and 14 average performing principals (the control group).

Huff et al. (1982) in their report to the FCEM, stated that

> After analyzing the thoughts and behaviors of effective Florida school principals, we identified a set of 14 competencies. Six of these were labeled "basic" since they were displayed with approximately equal frequency by both outstanding principals and the control group. We labeled the remaining eight competencies as "optimal." (p. 8)

Huff et al. organized the 14 competencies into 4 clusters:

1. Purpose and Directions

Highly effective principals, according to Huff et al. had a "take charge attitude and a sense of control over the fate of their schools" (p. 9). They also had a strong commitment to the school's mission and were "willing to try and try again, to correct problems, displaying a most humane concern for the feelings of teachers, parents and all children in their school: everyone in their school was given a fair chance to improve" (p. 11).

2. Cognitive Skills

The competencies in this area dealt with the ability to monitor and recognize patterns, along with perceptional objectivity and analytical ability. Outstanding principals according to the research are vigilant. They monitor their schools by observation and interaction with staff and students. They use their monitoring skills to help recognize patterns and make organizational adjustments. The research also reported that outstanding principals "recognize the perceptions of others" (p. 15) and have an analytical ability that helps them "clarify their own understanding of situations by comparing them with other situations" (p. 16). "Outstanding principals analyze situations and recognize differences among their children in their school" (p. 17).

3. Consensus Management

Huff et al. (1982) reported that

> an important aspect of the principal's job as school leader is to forge a consensus among students, staff, parents, and interested community groups, so that all will cooperate to insure that the school fulfills the mission and is a desirable place to work. (p. 17)

The outstanding principal is concerned about the image of his school and treats people within the school as a resource. Outstanding principals are "aware of themselves as their schools' leaders and intentionally model the behaviors they expect of others" (p. 21).

4. Quality Enhancement

Huff et al. indicated that excellent principals "desire to do their best to improve their schools--to improve or excel in some area" (p. 23). They are clear about their objectives and make their standards and expectations clear to others. Outstanding principals, Huff et al. reported, have "some talent as a change agent" (p. 24) and "take the initiative to get the activities under way" (p. 24). They are specific in their praise and criticism and firm in enforcing quality standards, while holding to the belief that "people are capable of improving" (p. 27).

In a monograph written for the Florida Council on Education Management, Drummond and Snyder (1984) said that a description of an image of the effective principal was needed, especially as Florida makes fundamental changes in its system for educational management. The purpose for the monograph was to tie

> together the research on effective schools with the role of the principal and the preparation and training for the principalship with district, university and state policies and procedures, pointing up the issues which need to be resolved if public schools and their management are to be significantly improved. (p. 2)

They went on to note that the image and perceptions of the principalship must change, because the excellence in management movement is calling for "new" managers.

> The recent nation-wide surge of interest in and attention to the preparation, selection, certification, education, and compensation of school managers is a logical outcome of a growing concern about public schools and their quality. (p. 6)

The school principal has a scope of complex expectations that range from role model, chief executive officer, delegator, decision maker, supreme court judge, expert on child development, spokesperson, host sales representative and caring counselor dealing with individual problems. Although Drummond and Snyder admitted they were not sure what the "new image" should be, they were encouraged by the "modern management principals found in America's best run companies" and in the research on school effectiveness.

Rutherford (1985), working with a team of researchers at the University of Texas to study the leadership skills of principals, said the "effective principals demonstrate the qualities of effective leadership. The contrast between more and less effective building level leaders are

marked" (p. 31). He reported five essential qualities that were consistently and clearly identified in the research dealing with effective principals.

1. Vision

The research indicated that effective leaders have a "clear, informed vision of what they want their schools to become--visions that focus on students and their needs" (p. 32). Effective principals know their long range goals and expectations and support those goals with enthusiasm.

2. Translating the Vision

Effective principals, Rutherford reported, have an ability to translate their visions into "goals for their schools and expectations for the teachers, students, and administrators" (p. 32). Rutherford said that where principals had vision and were able to translate that to other people, they were "almost always identified by their teachers as the individuals most influential in determining what happened in those schools, they led the band and made things happen" (p. 32).

3. Supportive Environment

The University of Texas researchers indicated that effective leaders "establish school climates that support progress toward goals and expectations" (p. 32). Rutherford found that effective leaders "establish school climates that support progress toward goals and

expectations" (p. 32). Rutherford found that effective principals allocate materials and make decisions in ways to maximize teaching effectiveness and reach school goals.

4. Monitoring

The effective leader sees monitoring as an activity that must be carried out on a continuous basis. It involves observation and specific feedback, and taking the time to discover what is going on in classrooms.

5. Intervening

Effective principals, Rutherford noted, do "more than monitor what happens in their schools. They looked for positive features and then directly and sincerely recognized and praised the teachers responsible for them" (p. 34). Although they tended to focus on the positive aspects of their schools, they also "spotted problems and took necessary corrective actions" (p. 34).

Rasmussen (1976) looked at the leadership behavior of principals in schools that were particularly successful and unsuccessful schools. Questionnaire and interview data was gathered from 25 schools to examine the principal's leadership behavior. The study was inconclusive because only a small number of schools could be found "whose students were achieving markedly better or worse than students with similar backgrounds in other schools" (p. 18). However, Rasmussen did go on to state that the

> data suggest that the "strong" principal who sets high performance standards for teachers and who takes an active part in the school's educational program is more likely to stimulate student achievement than the principal who adopts a laizze-faire attitude toward teachers and assumes a low profile in running the school. (p. 27)

Saskin and Huddle (1986) analyzed the principal's role in creating effective schools. In an extensive summary of leadership effectiveness research the authors concluded that

> the first step in creating effective schools is a focus on the development of principals who have set a knowledge and skills that will make them not just more efficient bureaucratic administrators, not just better managers, but that will enable principals to begin a process of organizational revitalization through the creation of a new culture, a culture of excellence. (p. 17)

They went on to point out that though there are factors other than the principal that influences school effectiveness, "no efforts to create effective schools can possibly succeed unless principals are involved as key actors" (p. 17).

Blank (1986) studied the leadership characteristics of principals and teachers in national samples of urban high schools and magnet high schools. The study was designed to "analyze the differences in principal leadership in high schools, and to test the relationship of school and district conditions to principal leadership" (p. 7). Blank used six variables to measure principal leadership:

1. Leading program innovation
2. Developing goal consensus
3. Acting as a change agent
4. Selecting school staff
5. Involving staff in planning and evaluation
6. Making decisions

The first three dealt with "educator roles" and the last three with "administrator" roles. Blank hypothesized that leadership would be higher with "administrator" roles than "educators" roles, and that magnet school principals would exhibit a higher degree of leadership in "educator" roles.

Blank's findings showed that in comprehensive high schools the principals "provide less leadership in educational areas than in administrative areas" (p. 11). "The study results show that only a small minority of principals of comprehensive high schools receive high ratings as leaders" (p. 16).

Blank (1986) found that the majority of principals provide low to moderate leadership in areas related to curriculum and instruction and spend most of their time managing the school, as opposed to decision making on leadership. Blank went on to further conclude that magnet schools show stronger principal leadership. "To develop an innovative, quality magnet school, many districts appoint a principal who has demonstrated outstanding leadership characteristics" (p. 18).

While Blank compared the comprehensive high school principal to the magnet high school principal, Leithwood and Stanley (1983) looked for specific dimensions of the secondary school principal behavior that made a significant difference to the character of schools. The authors stated that research "on school change and curriculum implementation suggest that the role of the principal is critical to the adoption, use and subsequent institutionalization of innovations in schools" (p. 4).

The effect of the principal's leadership role can be seen in outcomes such as test scores, morale, absentee rates, time on task, degree of friendliness, litter, and vandalism. The authors identified three sets of behaviors and described the most effective level of behavior within each. They focused on what effective principals did about program planning, staff supervision, and student supervision.

1. Program Planning

The effective principal has a thorough knowledge of relevant curriculum and an established procedure for bringing such policy to the attention of department heads. He or she further ensures that department heads put into practice a procedure of course and program development, and collaborate with department heads on program development until skill and confidence is adequate.

2. Supervision of Teachers

The effective principal establishes a system for instructional evaluation and reviews the criteria for evaluation with staff. He also communicates standards clearly and provides teachers with verbal and written information on a balance of strengths and weaknesses.

3. Student Supervision

The effective principal behaviors in this area "glue together and bring to life for the student the school's images of the educated person" (p. 34). Their data suggested that principals do this by their approach to problem solving, decision making, visibility and participation. The effective principal consistently provides an example of the model learner, takes a personal interest in a wide variety of school activities, and uses formal and informal contacts as an opportunity to "communicate, further explain and consistently reinforce the school's image" (p. 35).

Wiens (1970) concluded that there is a difference between influential and noninfluential administrators. He found that influential leaders have more experience, and are aware of the "power of the informal organization and its leaders" (p. 110). He advocated the use of training in new administrators, to be sensitive to the powerful dynamics of informal groups.

Critical to any review of literature on effective principal leadership, is a discussion of the principal as a change agent, and facilitator of school improvement and the specific behaviors and styles that lend to greater effectiveness. The need for more and better information about the leadership role of principals in school improvement has led to numerous studies in the past two decades. Cunningham (1985) supported the assumption that leadership is difficult to address. It is a "subject about which so much has been said but so little is really known. Biographers, historians, and social scientists of all stripes have discussed the concept of leadership for generations. Despite their efforts, the topic remains hard to pin down" (p. 17). But in a society where rapid change is a way of life, the importance for effective leaders that can facilitate and deal with change is vital for stability and future growth.

Stiegelbauer, Muscella, and Rutherford (1985) published research dealing with what happens to schools in the change process and what practitioners can do to better facilitate change at the elementary and secondary levels. The purpose of the work was to develop a set of principles that address the issue of successful change in schools, and to understand how facilitators "communicate their vision and put their symbols into action" (p. 2). They concluded that "schools successful in implementing change

(whether elementary or high schools) had a set of identifiable strategies targeting the improvement process" (p. 39).

> Effective change at either the elementary or high school was found to be guided by several principles:
> 1. It requires a leader who sanctions and supports the change.
> 2. It requires the use of a team of change facilitators.
> 3. It requires a series of sequential strategies planned around the improvement process.
> 4. It requires monitoring of the system's responses to the implementation strategies.
> 5. It requires corrective action if and when the implementation plan strays off target. (p. 41)

The Research and Development Center also conducted broad research on the change process at the high school level. The results were presented at the annual American Educational Research Association Symposium in April 1985. The research dealt with the whole system as it responds to change, including teachers, district office, department heads and principals.

Rutherford and Murphy (1985) studied the roles and reactions of teachers to the change process. Their research indicated that teachers were more often recipients of change rather than initiators, and that they "focus more on their individual responsibilities and less on the school as a whole" (p. 26). But it is important that principals in charge of change in high schools develop strategies that make teachers a part of the change process.

Hord and Murphy (1985) studied the role of the high school department head in guiding change. Their findings again emphasize the importance of the principal in determining the role that department heads play in the change process. The principal determines whether the department head is a "part of a powerful decision-making team or just a funnel for information to be passed from the top down" (p. 64). If department heads see their role as just manager and supply orderer, then they have less professional interchange. The authors concluded that principals, to effectively deal with change, need to understand the department head role as a "viable one for facilitating the change process, and consequently, a very promising one for assisting secondary teachers and administrators in school improvement efforts" (p. 71).

Huling-Austin, Stiegelbauer, and Muscella (1985) studied high school principals and their role in guiding change. They recognized the importance of understanding the role of the principal, and stated that

> if high schools are to improve and constructive change occur, someone must assume responsibility for guiding change efforts. While there is significant debate over whether it is realistic to expect high school principals to be instructional leaders in light of all the other demands and responsibilities which must be handled by them, for better or for worse, a large portion of the responsibility for guiding change in the high school falls squarely upon the shoulders of the building level administrator. (p. 75)

The researchers found that six dimensions existed in their analysis of change facilitating process:

1. vision and goal setting
2. structuring the school as a work place
3. managing change
4. collaborating and delegating
5. decision making
6. guiding and supporting

But, in addition to six dimensions, the researchers found that leadership configurations existed within the schools. Principals do not accomplish change by themselves, but in combination with a change team.

> High school principals in the study data who were identified as being effective in implementing change articulated a vision for the school, translated this vision into goals and objectives, and devised strategies for implementation. (p. 106)

They involved others and believed that change could not happen without teachers. Their research indicated that there was no one effective strategy for successful change, but principals can make a difference in the change process when they are involved with their staff.

Hord and Goldstein (1982) conducted research on the specific interventions that principals use to facilitate change. They agreed with other researchers that it is clear principals are expected to be instructional leaders, but they felt what was not clear is what principals do to execute that leadership role on a daily basis. The study

involved a documentation of the taxonomy and anatomy of the principal's interactions with their teachers. Hord and Goldstein found that during the change process principals tend to offer the same intervention to all teachers rather than individualize and target to everyone rather than the individual. They also found that most interventions dealt with the faculty rather than parents who tend to be managerial in nature and involve a realization that change is a process and takes more than one year.

The authors concluded that as effective interventions of principals are better understood, it becomes vital that these new findings be made available to principals to link effective intervention with improved schools.

The concerns principals have about facilitation was the focus of research done by Hall, Rutherford, and Newlove (1982). Concepts of concern theory research emerged out of earlier research done by Fuller in the 1960's, and Hall, Wallace and Dorsett (1973) proposed seven different stages of concern teachers have about innovation. Research with teachers showed that early in a change effort teachers have more intense self concerns about an innovation and the possible consequences of its use. As the innovation continues their concerns tend to shift to the task of using the innovation and then to refocusing on the impact and other benefits from the

innovation. Hall, Rutherford, and Newlove (1982) wanted to see if the seven stages of concerns apply to change facilitators as principals. Their data showed that principals do have concerns about their role as change facilitators. Change is a process for principals as well as for teachers and cannot be treated as an event. Principals must be trained for their role as change facilitators in order to work with teachers to effectively influence their use of an innovation. Principals need to be trained, but what type of interventions are most successful for change? This question was asked by Hord (1981) as she studied the skills and behaviors of principals as change facilitators. Data were collected through interviews and analyzed by the use of an Intervention Taxonomy and Anatomy. She found that principals do have the resources and opportunities to make effective interventions for change.

> Principals can and do make a difference with the interventions they make. Those who focus on matters other than instructional no doubt affect the areas in which they concentrate; those who focus on instructional leadership make a difference in the teaching and learning that occurs in classrooms. (p. 116)

Huling, Hall, and Hord (1982) presented a paper dealing with the effects principals' interventions and behavior has on teachers during the change process. Their research indicated that it is important how principals choose to work with teachers during the change process.

Their data bases showed that "the interventions made by the principal did have effects on teachers and their use of an instructional innovation. Principals can and do make a difference with the interventions they make" (p. 85).

Leithwood (1982) reported that less than 50% of the principals he studied actually attempt to influence classroom teaching in the role of a change agent or facilitator. He agreed with other researchers, however, that the principal's role "seems to be critical in improving school effectiveness" (p. 5). He said that some research suggested that "principals' actions (or inactions) rarely have a neutral effect on the school: when they do not contribute to school improvement, they often detract from it" (p. 5). Leithwood reviewed research done on the role of the principal between 1972-1982. In putting together 10 years of research he described the nature of the effective and less effective principal. He concluded that the less effective principal has a "less participatory, less flexible, relations-oriented managerial style" (p. 21). He found that the research indicated that the typical principal spends most of his time on clerical and administrative tasks and is essentially a passive observer of the curriculum in his school. He becomes directly involved only when there is a visible problem, is ambiguous about goals, and has less

efficacy about their rule or those of their staff. Future research he said must focus on the "critical components of effective principal behavior" (p. 35) and that both inservice and preservice training on specific components is necessary for improving principal effectives.

Hall, Rutherford, Hord, and Huling (1984) and Hall, Rutherford, and Griffin (1982) realized the need for better information about the role of principals in school leadership. Working under contract for the National Institute of Education at the University of Texas, they began to ask the question: What kind of differences do principals make? They looked for day to day descriptions of behaviors of principals that were associated with their being successful leaders. A series of three studies were conducted to explore and describe the way that principals work. Studies by Hall, Rutherford, and Griffin (1982) led to the conclusion that all principals are not the same. Further studies focused on the principal's role as change facilitators, with three hypothesized change facilitator styles. Rutherford, Hord, and Huling (1982) saw these styles as being different from leader behaviors.

The vitality of leadership and the seriousness that it plays for effective schools is not a new issue. Educators have, for the past two decades, been trying to isolate the factors that make and help select good leadership.

Baehr (1976) worked with the University of Chicago to conduct a study to "validate selection procedures for school principals" (p. 14). The study was for the purpose of developing an instrument that could empirically measure a person's skills and attributes, to be used in the hiring process to predict on the job performance. The studies resulted in a "standardized and quantified instrument for describing the principal's job" (p. 14). Two pilot studies were performed that included an occupational analysis of the school principalship and resulted in the first form of the instrument. The initial work "centered around library research into the content of the principal's job and the effects on it of such environmental constraints as type and size of the school, student-teacher ratio, geographic location, and ethnic composition of the student body and staff" (p. 14). Interviews were then held with persons familiar with the principalship such as teachers, superintendents, and principals themselves. This process resulted in an instrument that identified 19 dimensions of principal performance and was sensitive enough to measure both the principal's perception of the importance of the dimension and their ability to perform the dimensions.

The CEL further strengthened and refined the instrument through a national study. The study resulted in an instrument that was suitable for administration on a

national sample. The national study was done involving 719 SPJFIs being completed. Baehr (1976) reported that in general,

> [the] results obtained in the national study corroborated those from the pilot study implemented earlier. The pilot study had identified a fairly sound underlying structure of job dimensions which was appreciably more sharply defined and consolidated on the basis of the new form of the instrument and the new larger national sample. (p. 18)

The SPJFI is more frequently used as an objective clarification among principals in a district between different groups such as principals and superintendents, about the difference in their perception of the relative importance of these dimensions for the principals in their district and of their ability to perform the dimension activities.

Florida, like Chicago, has shown a great interest in conducting studies and developing procedures that can more objectively select and encourage effective leadership. Florida school districts are now implementing a process to improve the selection, training, certification, career development, and compensation of principals and assistant principals. Each district is required to develop a human resource development program, with the intent of improving the quality of leadership throughout the state of Florida.

The criteria adopted by the FCEM for the selection of local district leaders consisted of seven parts:

I. Job Dimension

In writing job dimensions each school district had to key its selection system to the basic and high performing competencies approved by the FCEM. Districts would in addition also key their selection system to school site job analysis.

II. Human Resource Development System

The selection process is viewed a part of a comprehensive human resource development system. The Human Resource Development System may include recruitment, screening, assessment, training, performance appraisals, development, and compensation.

III. Uniform System

Each district selection must include predetermined decision points for a candidate to be considered a part of the Human Resource Development System.

IV. Application Process

A. Each district is to develop written qualifications for the position of principal, assistant principal, and intern or interim principal positions. They must all be a part of the application process.

B. The procedures for application must verify the district and state minimum requirements. If candidates meet the minimum requirements then they can proceed to the next step in the district's selection process.

C. The district's procedures for applications may include a resume screen, reference check, background check, a subordinate rating scale, letter of recommendation, or other procedures.

V. Performance Sampling/Identification of Management Potential

A. In order to identify management potential, each district must establish a process for performance sampling. It may be accomplished through observation of behavior, job simulation assessment centers, or behavior event interviews such as Target Selection.

B. The rating received in the performance sampling is not to be a part of the candidate's personnel file but will be used in the selection process for each administrative position.

C. Each district is to give feedback to candidates on their performance rating. Each district must also do reevaluations and supply career counseling as long as candidates remain in the pool.

VI. Notification of Vacancies

Eligible personnel are to be notified of vacancies.

VII. Interview Process

A. School districts may use an interview procedure in the selecting process. The interview procedure may include district, school based or superintendent, and area superintendent personnel.

B. The interview process may provide for interview of several candidates and when feasible a recommendation of three to five candidates to the Superintendent or his or her designee for final selection.

The ultimate value of the district screen, selection and appointment process for principals and assistant principals is to improve leadership in Florida schools. In Florida Symposium 1982, Ralph Turlington said

> Florida is committed to becoming a state of educational distinction as indicated by increased student achievement. To accomplish this goal we acknowledge the importance of improving the quality of educational leadership. . . . Today's educational leader must also be a manager. Today's manager must be prepared to respond to changes . . . and analyze and synthesize an incredible amount of data - all in an effort to improve the quality of education services related to increased student achievement. (p. 3)

The improvement of leadership has been identified as a primary goal for the education system in the state of Florida. Leadership that will result in better achievement, attendance and discipline in Florida schools.

Non-Research Literature

Much of the literature on effective leadership was not the result of empirical research. But many of the recommendations from this literature is the result of years of professional experience and this merits review.

Barnett and Long (1986) said that there was no single best way or strategy for successful school leadership. Principals can learn best from each other through

observation and sharing. They contended that there is no one way or simple formula for effective leadership, but rather a willingness to "learn new skills for collecting and analyzing information about themselves and their schools" (p. 675).

Tye (1970) stated that the single school is the most strategic unit for educational change and that the principal is the most effective agent to bring that change about. But if the principal is a key person for change, then certain conditions must be present such as "sanctions from the public, the board of education, and the chief administrative officers. Freedom to fail and freedom to redesign the educational structure, including external relationships, are necessary" (p. 42). He also suggested nine conditions necessary to promote principals as change agents.

1. Self-assessment of strengths and weaknesses
2. Awareness of and ability to deal with conflicting role expectations
3. Awareness of the components of effective leadership
4. Understanding of the change process
5. Willingness to look outside for new ideas
6. Efficient in group dynamics
7. Ability to define goals
8. Understanding of administrative theory

9. Willingness to be research literate

Mahan (1970) wrote about the teachers view of the principal's role in innovation and change. He said that more principals are moving to a group approach to change, and away from the traditional ideas of seeing themselves as the "all wise supervisor" (p. 364). Mahan maintained that teachers view the best pathway to change is through group involvement and shared decision making.

In a similar message, Hug (1969) wrote about the process of change from a teacher's viewpoint. He said that if change is to happen leaders must stop focusing on policy and paperwork, and learn how to help teachers develop positive attitudes toward change.

"Principals of the future must not be on the fringes of the educational process: they must provide leadership" (p. 235). He further noted that strong leaders that are sensitive to the goals of students and teachers will develop the best goal-oriented programs.

Flanagan (1970) stated two decades ago the importance of the principal's role in changing education. It is the leader that must make the decisions for change and innovation in education. He felt that the administrative behaviors important for successful change were a collection of relevant facts, studying possible alternatives and carefully planning for appropriate activities.

Eberle (1969) noted that change was becoming a way of life, and the "search for new and better ways is being accepted as a practical reality" (p. 277).

Principals, as chief agents for change must be "healthy, secure, enthusiastic, open, and ready for experimentation and change to take place" (p. 281). It is the principal that must show the faith and capability in his staff to make necessary changes, and also provide continuing help and encouragement. He further noted that change cannot occur without administrative initiative and support.

Summary

The need for change has been a topic in education for the past two decades. The research has continued to point out that the principal, as a line officer, plays a vital role in the success or failure of a school's movement toward greater effectiveness.

Excellence in leadership has been a major focus of educational research in the past two decades. It has resulted in some new perceptions of managers and although researchers do not agree on any specific formula for effective leadership, they do agree that the principal is the key to effective school change. Leaders to make a difference, and if schools are to improve, principals of the future must be willing to lead rather than manage and understand their role as a change agent.

The effective principal must have a sense of vision and a determination to keep working to see that vision become a reality. The effective leader must also be highly visible and willing to intervene to specifically point out and reward positive success as well as solve problems.

Change is a way of life in our society and successful leaders must see themselves as facilitators of change. They must be willing to face conflict and identify strategies that include other people as a part of the change process. Guiding change falls on the principal's shoulders with skills such as vision, decision making, goal setting, and delegation. Effective change occurs as a team of administrators, teachers, students and parents work toward consensus.

Leaders of the future must move away from being passive observers that focus on paper work into active change agents that initiate, facilitate, and guide change.

CHAPTER III
PRESENTATION AND ANALYSIS OF DATA

The extent of changes in selected demographics and selected professional dimensions of high school principals in Florida following implementation of the Human Resource Development Program in 1984 was the focus of this study. All Florida high school principals appointed during the period 1981 through 1988 were surveyed. Data consisted of responses to a demographic questionnaire and the School Principal Job Function Inventory (SPJFI). The study specifically addressed the following questions:

1. Are there differences between the high school principals appointed prior to the Human Resource Development Program (HRDP) 1984 and the high school principals appointed after 1984 with respect to the demographic characteristics of race, age, years of experience, earned college degrees, and gender?

2. Are there differences among the high school principals appointed in the years 1981 through 1988, in terms of how they view the relative importance of the identified job functions measured by the School Principal's Job Function Inventory (SPJFI)?

3. Are there differences among the high school principals appointed in the years 1981 through 1988, in terms of how they describe their ability to carry out the job functions as measured by SPJFI?

The population of this study consisted of principals that were appointed to high school principalships from 1981 to 1988. A total number of 255 principals were appointed during those years. Of this total population, 133 principals completed the instruments and agreed to be a part of the study. This represented a sample population of approximately 52%.

The total population of high school principals was determined by inspecting issues of The Florida Education Directory from 1980 through 1988. The list of names of new principals appointed for each of the 8 years (1981 through 1988) was compiled.

A letter was mailed to each principal explaining the purpose of the study and that the data being compiled would not include the names of individual principals, schools, or school districts. Along with the letter, a demographic questionnaire and two School Principal's Job Functions Inventories were also sent, along with self-addressed, stamped envelopes in which to return the instruments once completed.

Of the 255 principals contacted, 64 responded within two months and were recorded as a part of the study. The

researcher then mailed a second letter with a second copy of the questionnaire and job function inventory to the 191 principals who had not responded. That effort resulted in 34 additional principals completing the instruments. The researcher then contacted by telephone as many of the principals as possible who had not responded to the two mailings. As a result, 8 more principals completed the instruments giving a 52% response rate from the total population.

The two job function inventories for each principal were scored with a repeat scoring to ensure accuracy. The questionnaires were summarized for each year and dates for appointments to the principalships were checked for accuracy with the original population list. Thus, a total of 133 principals were included in the study with 78 principals representing the years 1981 to 1984, and 55 principals representing the years 1985 to 1988.

Procedure for Data Collection

Each principal participating in the study was asked to complete a demographic questionnaire and two forms of the School Principal's Job Function Inventory (SPJFI). The demographic questionnaire was used to collect data reflecting age and experience at the time of appointment to the high school principalship, as well as sex, race, highest degree, and type of undergraduate major. The SPJFI consisted of two instruments in which principals

were asked to rate items dealing with 17 dimensions of principal performance under the four major headings: relations with people and groups, curriculum, personnel administration, and general administration. The data were organized and collected for each of the 8 years involved in the study.

Instrumentation

For the purpose of this study, data were collected using two instruments: a demographic questionnaire designed by the researcher and the School Principal's Job Function Inventory developed by the Human Resource Center at the University of Chicago.

The demographic questionnaire was designed to collect data representing items that the researcher determined to be items of general or specific interest. The questionnaire was used to collect data on sex, race, highest level of degree, undergraduate major, as well as age and experience at the time of appointment to the high school principalship.

The School Principal's Job Function Inventory (SPJFI) was developed as a joint project of the Consortium for Educational Leadership and the Human Resource Center at the University of Chicago. The SPJFI is a standardized and quantified procedure for defining the basic functions or dimensions of the school principal's job and for assessing their relative importance for overall successful

performance. It consisted of 120 items which described activities performed in the school principal's position. There were two forms of the SPJFI used in the study. One form asked principals to rate the items "according to importance for their present position." The second form asked principals to rate the items according to "their perceived ability to perform the job dimensions." The instrument represented 17 dimensions identified by researchers that contributed to the successful performance of principals. The dimensions were classified under four major headings: relations with people and groups, curriculum, personnel administration, and general administration. The classification and definitions of the 17 dimensions in the School Principal's Job Functions Inventory Research Manual (1976) follow:

I. Relations with People and Groups

1. Personal Handling of Student Adjustment Problems--measured by 10 items that deal with the principal's personal involvement in student problems, as opposed to delegating administrative problems.

2. Extracurricular--measured by six items that collect data on encouraging student organizations and athletic programs.

3. Individualized Student Development--measured by five items that collect data on dealing constructively with a wide range of student performance from the gifted to the dropout.

4. Utilization of Specialized Staff--measured by seven items that collect data on coordinating special staff with the regular teacher.

5. Evaluation of Teacher Performance--measured by nine items that collect data on establishing criteria for keeping records and communicating results of staff performance.

6. Collegial Contacts--measured by five items that collect data as to staying in touch with developments in the professional field.

7. Racial and Ethnic Group Problems--measured by nine items that collect data on taking positive action to cope with problems resulting from changing racial or ethnic composition of the school or community.

8. Problem Solving--measured by five items that collect data on the handling of interpersonal conflict.

9. Community Involvement and Support--measured by nine items that collect data on working with individuals and organizations in the community.

10. Dealing with Gangs--measured by five items that collect data on the recognition of the influence of gangs in the school.

II. Curriculum

11. Curriculum Development--measured by five items that collect data on the principal's sense of accountability for curriculum success or failure.

12. Instructional Material--measured by five items that collect data on the principal's role as a facilitator for the use of instruction materials and methods.

III. Personnel Administration

13. Staffing--measured by six items that collect data on the principal's personal involvement in hiring, assigning, and removal of all types of staff.

14. Working with Unions--measured by five items that collect data on understanding the demands and constraints of working with unions.

IV. General Administration

15. Working with Central Office--measured by nine items that collect data on communication with the central office.

16. Safety Regulations--measured by seven items that collect information on the principals and

their personal responsibility for safety problems.

17. Fiscal Control--measured by five items that collect data on the planning of school budget and managing school funds.

Each item in the test booklet offered four responses. The principal was to select one of the four. The responses were assigned a score as follows:

Outstanding = 4
More than Average = 3
Less than Average = 2
Little or None = 1

Using the above scoring system, the researcher transcribed each item's score from the test booklet onto a scoresheet representing a raw score. Raw scores for each of the 17 dimensions were then averaged to give a mean for each of the dimensions in each of the 8 years involved in the study. The means of the appropriate dimensions were also averaged to produce a raw score for the four major headings used in the SPJFI. The mean raw scores in relations with people and groups ranged from 168 to 185; the mean raw score in personnel administration ranged from 28 to 33; and the mean raw score in general administration ranged from 29 to 33.

Data Analysis

The data obtained in this study were analyzed using charts, tables, and a multiple regression analysis. The data analysis is presented and discussed in four sections.

Academic Degrees

Figures 1 and 2 are bar graphs showing the different types of academic degrees at the time of appointment to the high school principalship. A high percentage of principals appointed in 1981 responded to the survey, accounting for the greater number of master's degrees in that year. In the years following, 1982 through 1984, the master's degree remained the main degree educators possessed at the time of appointment. However, beginning in 1985 the trend changed. The doctorate and specialist degrees increased from 1% in 1984 to 16% in 1985 and then decreased to 4% in 1988. It would appear that appointees to the high school principalship in 1985 possessed the doctorate and specialist to a high extent, but in the following three years the master's degree again became the dominant degree earned.

Figure 2 displays a summary comparison of the degrees for each four year period. The master's degree was the major degree earned for both sets of principals. A greater percentage of principals earned doctorates from 1981 through 1984, while a greater percentage of principals earned specialist degrees from 1985 to 1988.

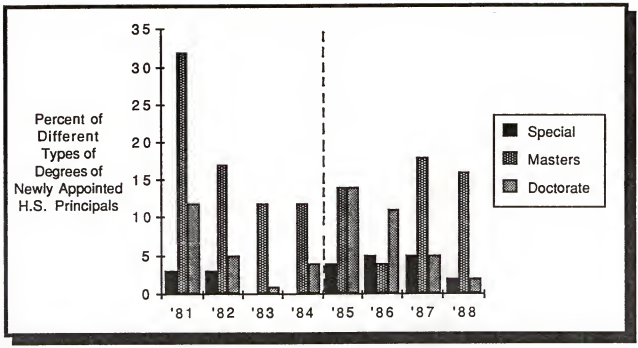

Figure 1. Comparison of the number of Florida high school principals at different degree levels over 8 years.

Race

Figures 3 and 4 display data related to race. In the years 1981 through 1984, all principals appointed were white or black, with no hispanic appointments. The appointments during those years were 88% white and 12% black. After 1984, the majority of the principals appointed were white. However, the data show an increase in Hispanic appointments with a decrease in the number of blacks appointed to the principalship. When comparing the two sets of principals, the percentage of white principals appointed rose from 88% to 91%, while the percentage of

hispanic appointments rose from 0% for the 1981-84 group to 3.9% in the four years following 1984. The appointment of black principals dropped from 12% in the 1981-84 years to 5.8% after 1984.

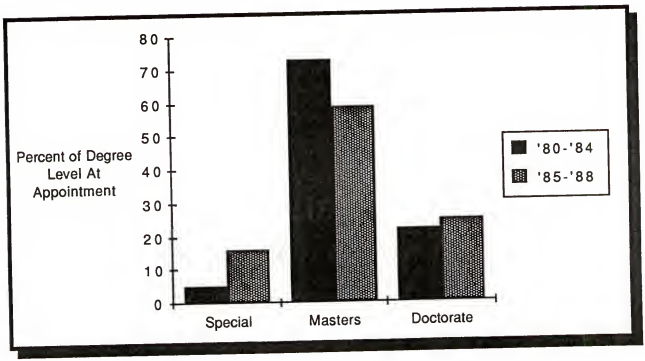

Figure 2. Percent of degrees of Florida high school principals appointed 1981-84 and 1985-88.

Gender

Figure 5 displays the sex of high school principals appointed in the years 1981 through 1988. In the years 1981 through 1984, there were 77 principals appointed, consisting of 83% males and 17% females. There was also a gradual decrease in the appointment of females to the high school principalship from 10% females in 1981 to 1% in

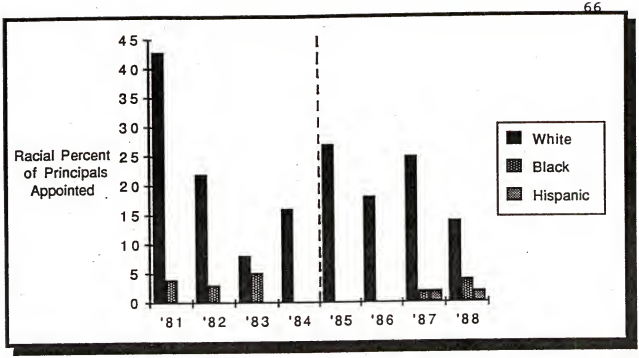

Figure 3. Comparison of the race of the Florida high school principals appointed from 1981-88.

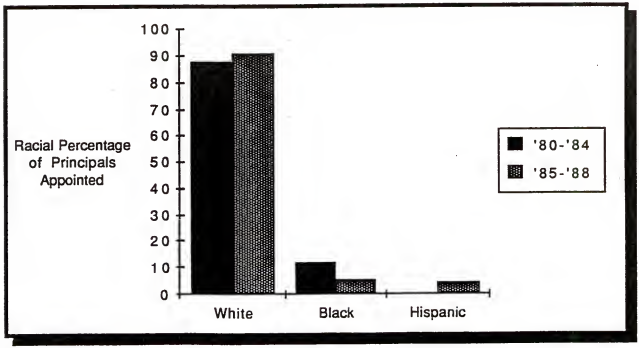

Figure 4. Racial comparison of Florida high school principals appointed between 1981-84 and 1985-88.

1984. In the years 1985 through 1988, the majority of the appointments to the high school principalship were male. During those years, there were 56 principals appointed with 75% male and 25% female. The years 1985 through 1988 did show an increase in the percent of females appointed, from 17% during 1981 through 1984 to 25% in the years 1985 through 1988. The years 1985 through 1988 did show less fluctuation in appointments of females with consistent appointments of 3% to 4% females each year.

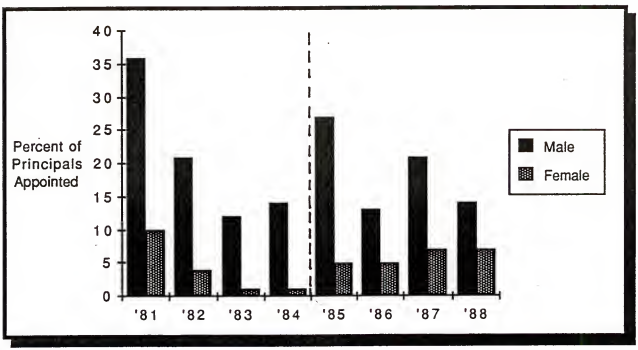

Figure 5. Sex of Florida high school principals appointed from 1981-88.

Years of Experience

Figure 6 displays categories of years of experience. It shows the number of educators appointed to the high school principalship in seven different categories of experience. In the years 1981 through 1984, principals appointed had experience that ranged from 0 to 5 years to 31 to 35 years of experience. There were 78 appointments with 47 of the appointees having 11 to 20 years experience, while 9 had as much as 26 to 35 years experience.

In the years 1985 through 1988, there were 55 principals appointed with 41 of them falling in the categories of 11 to 20 years of experience. Only two principals were appointed with as few as 0 to 5 years experience, and unlike 1981 to 1984, there were no principals appointed with as much as 26 to 35 years of experience.

Figure 7 and Table 1 present an average of the years of experience at the time of appointment to the high school principalship. The average throughout the 8 years fell between 14 and 16 years of experience, with the exception of 1983 and 1984, where the average years of experience was between 18 and 19 years.

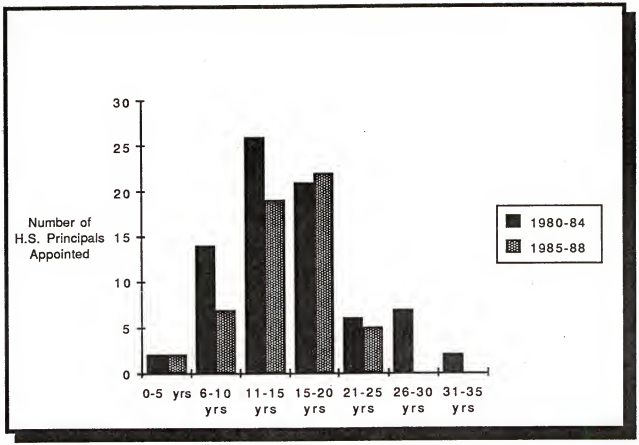

Figure 6. Years of experience categories of Florida high school principals appointed between 1981 and 1988.

Age

The average age at the time of appointment varied little over the 8 years. Ages ranged from 33 to 65 for principals appointed in 1981 through 1984 and from 36 to 60 in the 4 years following 1984. The average age at the time of appointment for high school principals from 1981 through 1984 was 43.5, compared to an average age of 42.75 for high school principals appointed from 1985 through 1988.

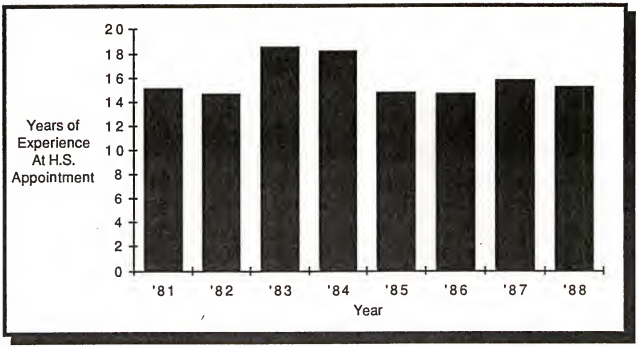

Figure 7. Average years of experience when appointed to the Florida high school principalship.

Table 1

Average Years of Experience at the Time of Appointment to the Florida High School Principalship

Year	Average Years Experience
1981	15.1
1982	14.7
1983	18.6
1984	18.25
1985	14.8
1986	14.7
1987	15.8
1988	15.2

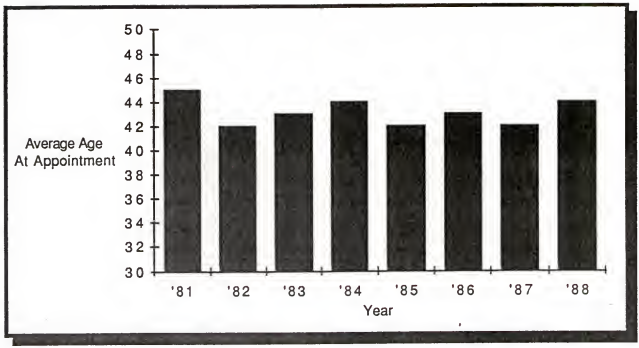

Figure 8. Average age at appointment to the Florida high school principalship.

Analysis of the Principals' Perceptions of Importance in Four Professional Job Dimensions

The next section consists of data concerning principals' perceptions of the importance of four job dimensions. Each chart and table displays the high score, low raw score, and mean score for each job dimension over an 8 year period of time. The data measuring the importance of each job dimension are presented.

A multiple regression analysis was run for the four major job dimensions measured by the SPJFI. The analysis tested for the type of relationship that existed in the four job dimensions with principals appointed during

the 8 years encompassed by this study. The analysis tested the principals about the perceived importance of the four professional dimensions. Each of the four major dimensions was tested for linear, quadratic, and cubic distribution of scores over 8 years, in order to investigate any possible changes in perception of importance that may have occurred following the implementation of HRDP beginning in 1984.

The primary interest in the multiple regression design was to conduct a trend analysis and determine if any differences in the mean scores on four professional dimensions of principals appointed before and after 1984 had occurred. If there were no trends, the data would have the appearance shown in Figure 9.

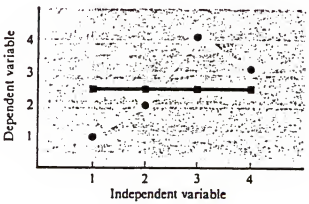

Figure 9. Illustration showing lack of trend in multiple regression.

A trend in the data would be indicated whenever the dependent variable means are not equal for different levels of the independent variable. The equation used to describe the data was an algebraic polynomial containing more than one term. The regression line or curve represents the relationship between two variables, with the dependent variable on the vertical axis and the independent variable on the horizontal axis. The algebraic form for the linear equation takes the form Y=B+AX, where Y is the dependent variable, X is the independent variable, B is the intercept, and A is the slope of the line.

Since not all relationships are linear, the regression line, or the line best fit may be a curve. Such a curve uses exponential values for the independent variable and takes the form $Y = B = A_1 X^n + A_2 X^{n-1} + A_3 X^{n-2}$. In the present study, several curves were examined for each of the dependent variables of importance and ability scores in four professional dimensions, using the year as the independent variable. In each case the linear, quadratic, and cubic forms of the curve were tested for significance. The linear form was a straight line, the quadratic was a curve with a single point of inflection, and the cubic was a curve with two points of inflection. These curves took the form of $Y = B + A_1 X^2 + A_2 X$ or $Y = B + A_1 X^3 + A_2 X^2 + A_3 X$ where Y represents the

dependent variable, X represents the independent variable (year), and A_1, A_2, A_3, and B are determined constants. These equations when graphed have the general forms shown in Figure 10.

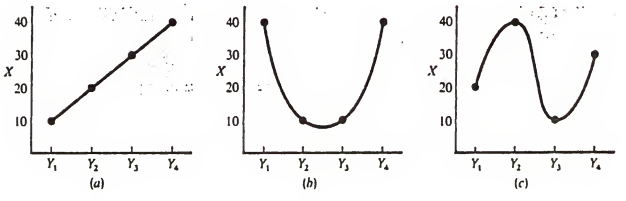

Figure 10. Illustration showing linear, quadratic, and cubic relations between independent and dependent variable.

Each of the four professional dimensions was then analyzed to determine any specific differences between the two groups of principals. There were 17 specific job functions for the four professional dimensions that were studied and compared with high and low scores as well as means.

Analysis of Principals' Perceptions of the Importance of Relationships with People and Groups

Data were collected on the general professional dimension of relationships with people and groups. High school principals' perceptions about the importance of

this professional dimension to the successful high school principal were determined. Figure 11 and Table 2 present data that show an 8-year comparison of the principals' perceived importance of relationships with people and groups. Each score represents a general professional dimension that deals with the perceived importance of areas such as helping students, evaluating teachers, as well as working with community and special interest groups.

In the 1981 through 1984 period, the scores ranged from a high of 216 to a low of 148, with a mean raw score of 174. Mean scores rose slightly from 170 to 176 during the 4 years, indicating a slight increase in the principals' perceptions of the importance of relationships with people and groups.

In the 4 years following 1984, principals indicated a slight decrease in their perception of the importance of relationships with people and groups. Scores ranged from a high of 210 to a low of 129 and showed a mean of 171.45. The scores from 1985 through 1988 showed a gradual drop in the mean raw score from 176 to 168. Principals after 1984 appeared to view relationships with people and groups as slightly less important for the successful principal when compared to the principals appointed during the 1981 through 1984 period.

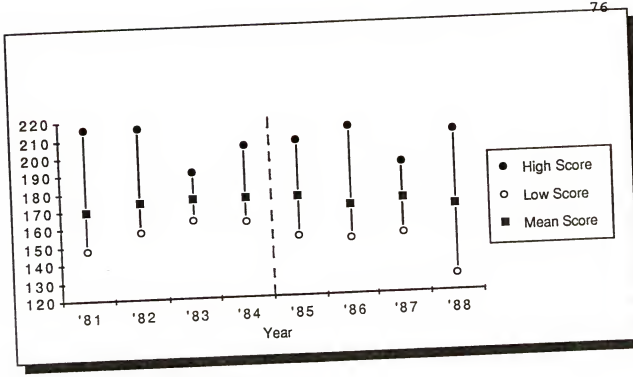

Figure 11. Raw scores showing principals' perceptions of the importance of relationships with people and groups to the principalship.

Table 2

Scores Indicating How Important Principals Felt Relationships With People and Groups Were to the Successful Principal

Year	High Score	Low Score	Mean Score
1981	216	148	170
1982	216	158	174
1983	191	164	176
1984	205	162	176
1985	207	153	176
1986	214	151	170
1987	193	153	173
1988	210	129	168

In addition to the 8-year analysis of comparison scores, a multiple regression analysis was done. The analysis was done to test for the significance of any change in scores during the period 1981 through 1988. The analysis tested for the significance of linear, quadratic, and cubic relationships. The data associated with the linear relationship are found in Table 3. The predicted scores ranged from a low of 172.79 to a high of 172.875. Principals throughout the 8 years indicated a consistent perception about the importance of this dimension with little variation in predicted scores. The linear relationship was found not to be statistically significant.

Table 4 presents data related to the analysis of the existence of a quadratic relationship during the 1981 through 1988 years. The predicted scores ranged from a low of 167.502 to a high of 175.682 during the 8 years. The predicted scores rose from 170.412 in 1981 to a high of 176.477 in 1984. After the institution of the HRDP in 1984 the predicted importance rating for this professional dimension began to drop gradually from 176.072 in 1985 to a low of 167.502 in 1988. The analysis indicated that the quadratic relationship for this job dimension was significant at the .0211 level, indicating that the change in scores was due to something other than chance.

Table 3

Analysis of Variance Regression Results of the Linear Relationship for the Importance of Relationships with People and Groups

	df	ss	ms	F	P	R^2	P>|T|
Model	1	0.27991	0.27991	0.001	0.9695	0.000	0.9695
Error	130	24866.59837	191.28153				
C-Score	131	24866.87879					

Table 4

Analysis of Variance Regression Results of the Quadratic Relationship for the Importance of Relationships with People and Groups

	df	ss	ms	F	P	R^2	P>|T|
Model	2	1009.17994	504.58997	2.728	0.0691	0.0406	0.0211
Error	129	23857.69855	184.94340				
C-Score	131	24866.87879					

Table 5 presents data related to the analysis to test for a cubic relationship of the scores during the 8-year period. The regression analysis results were not statistically significant.

Table 5

Analysis of Variance Regression Results of the Cubic Relationship for the Importance of Relationships with People and Groups

	df	ss	ms	F	P	R^2	P>|T|
Model	3	1137.40212	379.13404	2.045	0.1108	0.0457	0.4072
Error	128	23729.47667	185.38654				
C-Score	131	24866.87879					

In addition the professional dimension of relationships with people and groups was further broken down into 10 specific job functions that measure principals' perceptions about the importance of relationships for descriptive purposes. The specific job functions are represented by raw scores in the areas that deal with relationships with individuals and groups. The 10 job functions and their raw scores are displayed in Figure 12 and Table 6. Overall importance mean scores were the same for both groups of principals on 7 of the 10 specific job functions. However, raw scores indicated that there were two areas that principals who were appointed from 1981 through 1984 felt were more important than principals who were appointed after 1984. The first

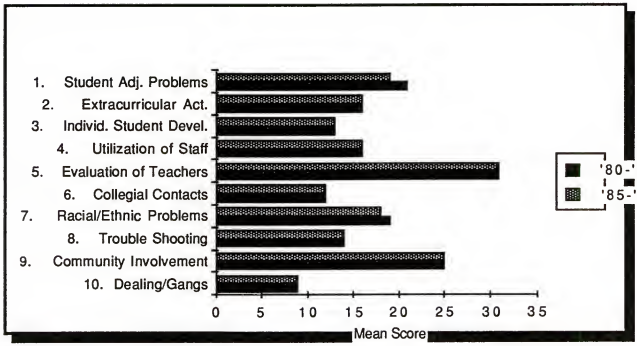

Figure 12. Principals' perceptions of the importance of specific job dimensions associated with relationships with people and groups.

difference was in the area of personal handling of student problems. Principals appointed from 1981 through 1984 had a mean score of 21 compared to a mean score of 19 for principals appointed after 1984. Principals appointed from 1981 through 1984 indicated a greater importance to being personally involved in individual students' personal problems, as opposed to delegating that responsibility to someone else. The two groups of principals also differed in their perception of the importance of racial and ethnic problems. Principals appointed from 1981 through 1984 showed a mean score of 19, while principals appointed after 1984 had a mean score of 18.

Table 6

Principals' Perceptions of the Importance of Specific Job Dimensions Associated with Relationships with People and Groups

Job Function	'81	'82	'83	'84	'85	'86	'87	'88	Mean Score 81-84	Mean Score 85-88
1. Personal Handling of Student Adjustment Problems	20	20	21	20	20	19	20	18	21	19
2. Organizations and Extracurricular Activities	16	15	15	17	17	16	15	16	16	16
3. Individualized Student Development	12	13	14	12	14	13	13	13	13	13
4. Utilization of Specialized Staff	16	16	16	17	13	17	17	16	16	16
5. Evaluation of Teacher Performance	32	31	29	31	32	31	30	30	31	31
6. Collegial Contacts	12	12	12	13	12	12	12	11	12	12
7. Racial and Ethnic Group Problems	17	18	20	20	17	17	19	17	19	18
8. Trouble Shooting and Problem Solving	14	14	14	15	15	14	13	15	14	14
9. Community Involvement and Support	25	25	25	25	26	24	25	25	25	25
10. Dealing with Gangs	25	25	25	25	26	24	25	25	25	25

In summary the analysis of the importance of relationships with people and groups did indicate some difference between the two groups of principals. In comparing the high, low, and mean scores over the 8 years, principals appointed from 1985 through 1988 showed a lower range and a lower mean score in this professional dimension than did principals appointed from 1981 through 1984. The multiple regression analysis was also significant to the 0.0211 level, indicating a statistical difference between the two groups of principals in the importance of relationships with people and groups. Principals appointed from 1981 through 1984 viewed this dimension as more important than did principals appointed after 1984. A further analysis of this professional dimension showed that the two groups differed on three specific job functions. Principals appointed from 1981 through 1984 indicated a greater importance to being individually involved with student problems, keeping current on professional issues, and dealing personally with racial difficulties.

Analysis of Principals' Perceptions of the Importance of Curriculum

Data comparing the principals appointed during the years 1981 through 1988 and their perceptions of the importance of curriculum to the successful high school

principal were collected. The dimension was measured by SPJFI questions related to the use of a variety of media, accountability for the success of the curriculum, and the coordination of curriculum changes with the central office. Figure 13 and Table 7 present data related to the principals' perceptions about the importance of curriculum. Principals appointed in the years 1981 through 1984 had scores that ranged from a high of 35 to a low of 16, with a mean of 25.25. Principals appointed after 1984 showed a similar range with a high score of 34, low score of 17, and a mean score of 24.25. The overall decrease in the mean score would suggest some possible differences in how the two groups of principals viewed the importance of curriculum.

The multiple regression analysis, to test for the significance of linear, quadratic, or cubic relationships, showed little significant difference between the predicted scores for the two groups of principals. Predicted scores varied little over the 8 years and are presented in Tables 8, 9, and 10. The scores ranged from a low of 24.06 in 1981 to a high of 24.84 in 1985.

The professional dimension of curriculum was measured by 10 items on the SPJFI that measured curriculum development and instructional material. Curriculum

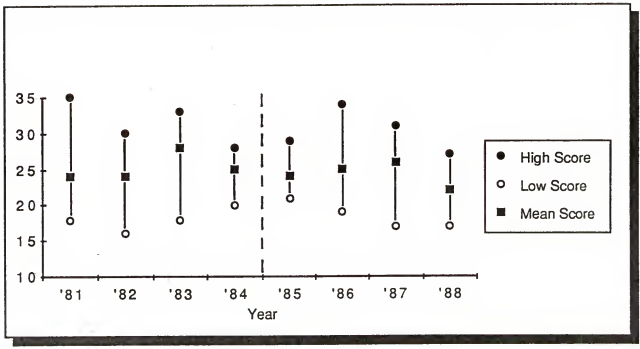

Figure 13. Raw scores showing principals' perceptions of the importance of curriculum to the principal.

Table 7

Scores Indicating How Important Principals Felt Curriculum Was to the Successful Principalship

Year	High Score	Low Score	Mean Score
1981	35	16	24
1982	30	16	24
1983	33	18	28
1984	28	20	25
1985	29	21	24
1986	34	19	25
1987	31	17	26
1988	27	17	22

Table 8

Analysis of Variance Regression Results of the Linear Relationship for the Importance of Curriculum

	df	ss	ms	F	P	R^2	P>|T|
Model	1	3.82697	3.82697	0.240	0.6252	0.0018	0.6252
Error	130	2074.98364	15.96141				
C-Score	131	2078.81061					

Table 9

Analysis of Variance Regression Results of the Quadratic Relationship for the Importance of Curriculum

	df	ss	ms	F	P	R^2	P>|T|
Model	2	11.85433	5.92716	0.370	0.6915	0.0057	0.4803
Error	129	2066.95628	16.02292				
C-Score	131	2078.81061					

Table 10

Analysis of Variance Regression Results of the Cubic Relationship for the Importance of Curriculum

	df	ss	ms	F	P	R^2	P>|T|
Model	3	56.72843	18.90948	1.197	0.3137	0.0273	0.0943
Error	128	2022.08218	15.79752				
C-Score	131	2078.81061					

development collected data on the principals' sense of accountability for curriculum success or failure. Instructional material dealt with the principals' role as a facilitator of different types of instruction and material. In curriculum development, both groups of principals had a mean score of 13 and in instructional material, both groups had a mean raw score of 11. The data for these two job dimensions are presented in Figure 14 and Table 11.

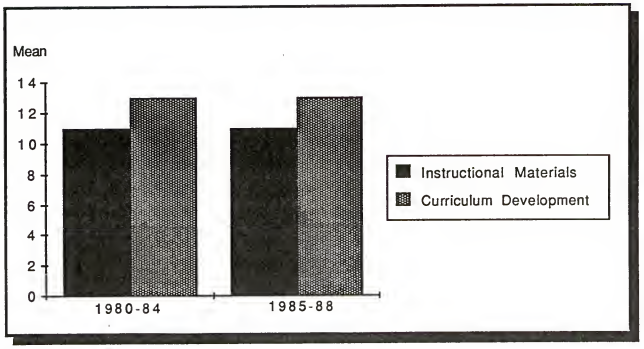

Figure 14. Principals' perceptions of the importance of specific job dimensions associated with curriculum development.

Table 11

Principals' Perceptions of the Importance of Specific Job Dimensions Associated with Curriculum Development

Job Function	'81	'82	'83	'84	'85	'86	'87	'88	Mean Score 80-84	Mean Score 85-88
Curriculum Development	13	13	13	14	13	14	14	12	13	13
Instructional Materials	11	11	11	11	11	11	12	10	11	11

Summary

Little difference was found between the two groups of principals and their perceptions of the importance of curriculum. The 8-year analysis of the raw scores, the multiple regression, and a closer look at the items that made up the two specific job dimensions related to curriculum, indicated little difference between the two groups in the professional dimension of curriculum.

Analysis of Principals' Perceptions of the Importance of Personnel Administration

The SPJFI was used to collect data on the principals' perceptions about the importance of personnel administration to the successful principal. Personnel administration, as measured by the SPJFI, consisted of 11 test items dealing with the principals' personal involvement in hiring, firing, and understanding the demands of working with unions. Figure 15 and Table 12 present data related to the principals' perceptions about the importance of personnel administration. Principals appointed from 1981 through 1984 had scores that ranged from a high of 41 to a low of 19, while the principals appointed after 1984 had a high score of 40 and a low score of 20. The mean scores of principals appointed from 1981 through 1984 varied from 28 to 33, while the mean scores of principals appointed from 1985 through 1988 varied from 29 to 31. Scores for the importance of

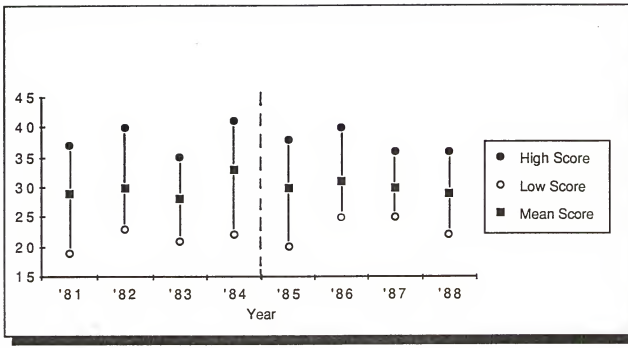

Figure 15. Raw scores showing principals' perceptions of the importance of personnel administration to the principal.

Table 12

Scores Indicating How Important Principals Felt Personnel Administration was to the Successful Principal

Year	High Score	Low Score	Mean Score
1981	37	19	29
1982	40	23	30
1983	35	21	28
1984	41	22	33
1985	38	20	30
1986	40	25	31
1987	36	25	30
1988	36	22	29

personnel administration were consistent throughout the 8 years and there did not appear to be any change in the perception of the importance of personnel administration between the two groups of high school principals.

The multiple regression analysis to test for linear, quadratic, or cubic relationships showed no significant difference between the two groups of principals. The regression for the linear relationship showed little variation in predicted scores over the 8 years.

The regression for the quadratic relationship was significant at the 0.055 level, but not the .05 required. Predicted scores for personnel administration showed a slight increase from 28.56 in 1981 to 31.14 in 1985. The scores of principals appointed after 1985 showed a slight drop in importance ratings to 29.48 in 1988. The test for the cubic relationship in the importance of personnel administration was also found not to be significant.

The professional dimension of personnel administration on the SPJFI was measured by 11 items. The 11 items provided data for two specific job functions that, were for the purpose of the SPJFI, considered to be a part of personnel administration. The first measured by the SPJFI was staffing. Staffing was measured by 6 test items that collected data on the principals' perceived importance about being personally involved in hiring, firing, and assignments for all of the staff. Principals

appointed after 1984 showed a slight increase in the importance of their personal involvement in this area.

Table 13

Analysis of Variance Regression Results of the Linear Relationship for the Importance of Personnel Administration

	df	ss	ms	F	P	R^2	P>|T|
Model	1	48.49124	48.49124	2.222	0.1385	0.0168	0.1385
Error	130	2837.059209	21.82763				
C-Score	131	2886.08333					

Table 14

Analysis of Variance Regression Results of the Quadratic Relationship for the Importance of Personnel Administration

	df	ss	ms	F	P	R^2	P>|T|
Model	2	128.30320	64.15160	3.001	0.0532	0.0445	0.0555
Error	129	2757.78013	21.37814				
C-Score	131	2886.08333					

Table 15

Analysis of Variance Regression Results of the Cubic Relationship for the Importance of Personnel Administration

	df	ss	ms	F	P	R^2	P>|T|
Model	2	130.67365	43.55788	2.023	0.1139	0.0453	0.7406
Error	128	2755.40969	21.52664				
C-Score	131	2886.08333					

The average mean score for this function for principals appointed from 1985 through 1988 was 19, compared to a mean score of 18 for principals appointed during the years 1981 through 1984. The second job function measured as a part of personnel administration was the importance of working with unions. It was measured by 5 test items that collected data on the principals' perceptions about the importance of working with unions. Principals were consistent throughout the 8 years about the importance of this job function. Scores varied little and both groups of principals had a mean raw score of 12 on this test item. The data for both of these items are presented in Figure 16 and Table 16.

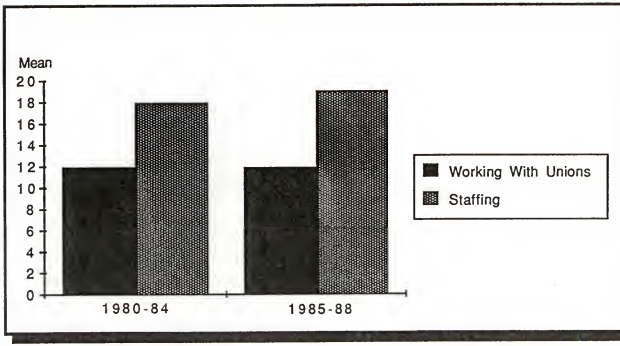

Figure 16. Principals' perceptions of the importance of specific job dimensions associated with personnel administration.

Table 16

Principals' Perceptions of the Importance of Specific Job Dimensions Associated with Personnel Administration

Job Function	'81	'82	'83	'84	'85	'86	'87	'88	Mean Score 80-84	Mean Score 85-88
Staffing	17	18	17	19	19	19	18	18	18	19
Working with Unions	12	11	12	13	12	12	12	11	12	12

Analysis of Principals' Perceptions of the Importance of General Administration

Data on the principals' perceptions about the importance of general administration to the successful principal were collected. General administration, as measured by the SPJFI, consisted of 21 test items that measured three specific job functions in general administration. These three specific job functions were (a) working with the central office, (b) safety regulations, and (c) fiscal control.

The data for the analysis of the professional dimension of general administration are presented in Figure 17 and Table 17. The high and low scores had more variation in this dimension than any of the other three dimensions. The principals appointed during 1981 through 1984 had a high score of 73 with a low of 37, compared to a high of 77 and a low of 40 for principals appointed during the 1985 through 1988 period. Principals appointed during 1981 through 1984 had an average mean score of 57.25, compared to 58.75 for the principals appointed after 1984.

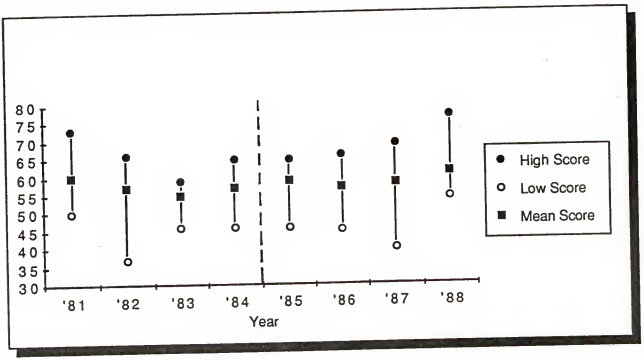

Figure 17. Raw scores showing principals' perceptions of the importance of general administration to the principalship.

Table 17

Scores Indicating How Important Principals Felt General Administration Was to the Successful Principalship

Year	High Score	Low Score	Mean Score
1981	73	50	60
1982	66	37	57
1983	59	46	55
1984	65	46	57
1985	65	46	59
1986	66	45	57
1987	69	40	58
1988	77	54	61

A multiple regression was done to test for the significance of linear, quadratic, or cubic relationships before and after 1984. The scores for the linear relationship are presented in Table 18. No significant relationship was found to exist.

Table 18

Analysis of Variance Regression Results of the Linear Relationship for the Importance of General Administration

	df	ss	ms	F	P	R^2	P>|T|
Model	1	0.19233	0.19233	0.004	0.94990	0.000	0.9490
Error	130	6086.14100	46.81647				
C-Score	131	6086.3333					

The analysis done to test for the quadratic relationship displayed in Table 19 was found to be significant at the 0.0382 level. Predicted scores indicated a decrease in the importance of this dimension from 59.92 in 1981 to 57.18 in 1984. After 1984 the predicted scores for importance began to increase. Principals predicted scores after 1984 indicated an increasing perception of the importance of this dimension with scores rising gradually to a high of 61.11 in 1988.

The regression analysis for the cubic relationship is found in Table 20 and was not found to be statistically significant.

Table 19

Analysis of Variance Regression Results of the Quadratic Relationship for the Importance of General Administration

	df	ss	ms	F	P	R^2	P>|T|
Model	2	200.38906	100.19453	2.196	0.1154	0.0329	0.0382
Error	129	5885.94427	45.62747				
C-Score	131	6086.3333					

Table 20

Analysis of Variance Regression Results of the Cubic Relationship for the Importance of General Administration

	df	ss	ms	F	P	R^2	P>|T|
Model	3	217.37239	72.45746	1.580	0.1974	0.0357	0.5439
Error	128	5868.96094	45.85126				
C-Score	131	6086.3333					

The professional dimension of general administration was measured by 21 question items in three different areas of general administration. Further descriptive analysis was done by studying the raw scores in each of these three areas of general administration and the data are presented in Figure 18 and Table 21. The first general administration area was the importance of working with the central office. This job function consisted of 9 test items that collected data on the principals' perceptions of the importance of communicating with the central office. Scores of principals appointed during 1981 through 1984 had a narrow range of 24 to 25 and a mean of 24, while the scores of principals appointed after 1984 had a wider range of 24 to 26 and a mean of 25. The second job function in general administration was safety regulations. This area was measured by 7 test items that collected data on the principals' perceptions of the importance of being personally involved in school safety problems. Scores of principals appointed during 1981 through 1984 ranged from a high of 17 to a low of 15, while the scores of principals appointed during 1985 through 1988 ranged from a high of 18 to a low of 17. Principals appointed during 1981 through 1984 had a mean of 16, compared to a mean of 17 for principals appointed during 1985 through 1988.

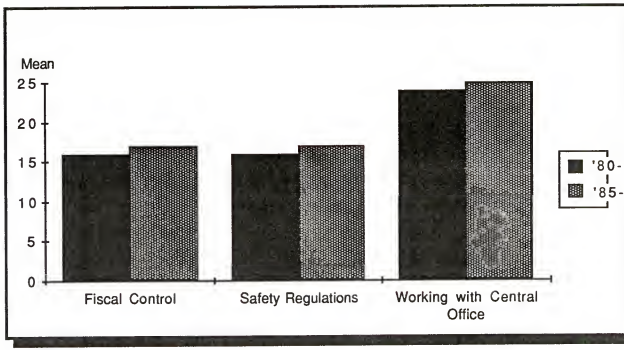

Figure 18. Principals' perceptions of the importance of specific job dimensions associated with general administration.

Table 21

Principals' Perceptions of the Importance of Specific Job Dimensions Associated with General Administration

Job Function	'81	'82	'83	'84	'85	'86	'87	'88	Mean Score 80-84	Mean Score 85-88
Working with Central Office	24	25	24	24	26	24	25	26	24	25
Safety Regulations	17	16	15	16	17	17	17	18	16	17
Fiscal Control	17	16	16	15	17	16	16	17	16	17

The third job function measured under general administration was fiscal control. Scores of principals appointed during 1981 through 1984 ranged from a high of 17 to a low of 15, with an average mean score of 16. Scores after 1984 ranged from a high of 17 to a low of 16 and had an average mean score of 17.

In summary the analysis indicated that principals appointed during the 1985 through 1988 period assigned a greater significance to the importance of general administration than did the principals appointed during 1981 through 1984. The principals appointed after 1984 had a wider range of scores and a higher mean score in general administration. This was further verified with the 0.0382 significance of the regression analysis for a quadratic relationship. The rise in scores after 1984 appears to be due to something other than chance.

Analysis of the Principals' Perceptions of Their Abilities in Four Professional Job Dimensions

The next section consists of charts and tables that present data concerning principals' perceptions of their abilities to perform the duties required for four professional job dimensions. Each chart displays the high and low scores and the mean score for each professional dimension.

A multiple regression was run for the four professional dimensions measured by the SPJFI. The analysis tested for the type of relationship that existed for each dimension during the 8-year period encompassed by this study. Each of the four major dimensions was tested for linear, quadratic, and cubic distribution of scores over 8 years, in order to investigate any possible changes in perception of abilities that may have occurred around the implementation of HRDP in 1984.

The primary interest in the regression analysis was to do a trend analysis on ability scores. The trend analysis was to determine if the introduction of the HRDP was associated with any differences in mean ability scores in four professional dimensions of principals appointed during the 8 years of the study. As shown in Figure 9, no trend in the data would have the appearance of a straight line. Any trends in the data would occur whenever the dependent variable means are not equal for different levels of the independent variable. In this case, the dependent variable was represented by the ability scores in four professional dimensions while the independent variable was represented by years. Predicted scores were determined for the dependent variable by the use of three algebraic polynomial equations that tested for the significance of linear, quadratic, and cubic relationships between the dependent and independent variable.

Each of the four professional dimensions was then analyzed to determine any specific differences between the two groups of principals. The SPJFI was used to measure 17 specific job functions related to the four professional dimensions that were studied and compared for high and low scores as well as means.

Analysis of Principals' Perceptions of their Abilities in Relationships with People and Groups

The SPJFI was used to collect data on the principals' perceptions of their abilities to perform the duties associated with relationships with people and groups. Figure 19 and Table 22 present data that give an 8-year comparison of the principals' perceptions of their abilities to deal with relationships with people and groups. It represents the principals' perceptions of their ability to personally help students and evaluate teachers, as well as work with community and special interest groups. In the years 1981 through 1984, the ability scores ranged from a high of 273 to a low of 143, with an average mean score of 174. In the years 1985 through 1988, the scores varied from a high of 252 to a low of 140, with a mean score of 173.75. Principals appointed after 1984 had a narrow range of scores, and a slightly lower average, possibly reflecting a little less confidence in their ability to become personally involved in individual and group problems.

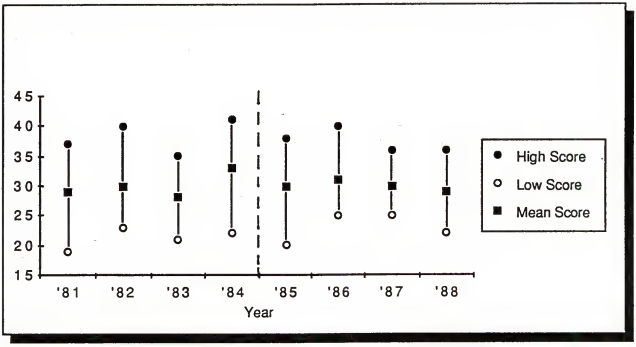

Figure 19. Principals' ratings of their ability in the area of relationships with people and groups.

Table 22

Principals' Scores on Their Ability in the Area of Relationships with People and Groups

Year	High Score	Low Score	Mean Score
1981	212	143	168
1982	273	152	177
1983	203	168	177
1984	201	146	174
1985	252	152	178
1986	227	140	174
1987	211	150	172
1988	219	154	171

In addition to the 8-year analysis, a multiple regression analysis was done to test for the significance of linear, quadratic, and cubic relationships during the 8 years. Data for predicted scores of the linear analysis are shown in Table 23. No relationship was found in the linear test.

The data for predicted scores of the quadratic relationship are given in Table 24. Principals predicted scores from 1981 through 1984 rose from 167.504 to 175.682. Predicted ability scores of principals appointed after 1984 showed a gradual decline from a high of 177.75 in 1985 to a low of 169.88. Although the analysis was only significant to the 0.0662 level, the data display an possible trend. Principals predicted scores following the beginning of the HRDP seem to indicate some concern about their ability in the area of relationships.

Although not statistically significant, the test for the cubic relationship in Table 25 displayed a similar trend. Predicted scores for ability in relationships rose until 1984, and then began a gradual decline for the principals appointed after 1984.

Table 23

Analysis of Variance Regression Results of the Linear Relationship for the Ability in Relationships with People and Groups

	df	ss	ms	F	P	R^2	P>|T|
Model	1	247.83499	247.83499	0.645	0.4233	0.0049	0.4233
Error	130	49933.80137	384.10616				
C-Score	131	50181.63636					

Table 24

Analysis of Variance Regression Results of the Quadratic Relationship for the Ability in Relationships with People and Groups

	df	ss	ms	F	P	R^2	P>|T|
Model	2	1542.19112	771.09556	2.045	0.1335	0.0307	0.0662
Error	129	48639.44525	377.04996				
C-Score	131	50181.63636					

Table 25

Analysis of Variance Regression Results of the Cubic Relationship for the Ability in Relationships with People and Groups

	df	ss	ms	F	P	R^2	P>|T|
Model	3	17779.29118	593.09706	1.568	0.2002	0.0355	0.4299
Error	128	48402.34518	378.14332				
C-Score	131	50181.63636					

Principals' ability scores in the area of relationships with people and groups were further broken down into 10 specific job dimensions for analysis. The analysis of these data is presented in Figure 20 and Table 26. In 4 of the 10 job dimensions, the scores of the two groups of principals differed, but only slightly. Principals appointed during 1981 through 1984 indicated higher ability in being personally involved with student problems and in teacher evaluation, with means of 21 and 29 compared to means of 20 and 27 for the principals appointed after 1984. Principals appointed after 1984 indicated higher ability scores in the utilization of special staff and in community involvement with means of 17 and 24 compared to means of 16 and 23.

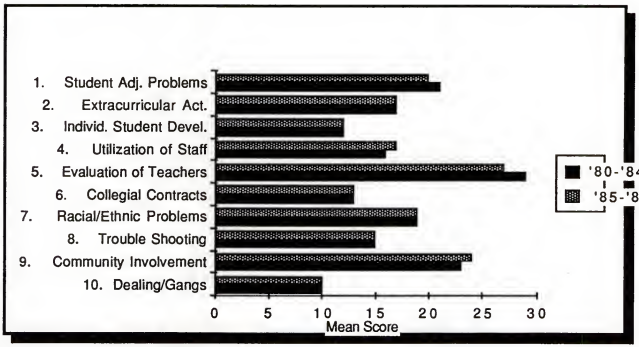

Figure 20. Principals' perceptions of their ability in specific job dimensions associated with people and groups.

The means for the principals' perceptions of their ability in the area of relationships with people and groups did vary over the 8 years. Principals appointed during 1981 through 1984 indicated higher ability scores than did principals appointed after 1984. Although not statistically significant, the regression analysis for the quadratic and cubic relationship had a similar graphic

Table 26

Principals' Perceptions of Their Ability in Specific Job Dimensions Associated with Relationships with People and Groups

Job Function	'81	'82	'83	'84	'85	'86	'87	'88	Mean Score 81-84	Mean Score 85-88
1. Personal Handling of Student Adjustment Problems	21	21	22	20	21	20	21	19	21	20
2. Organizations and Extracurricular Activities	15	17	16	18	18	16	16	16	17	17
3. Individualized Student Development	12	13	13	13	12	12	12	12	12	12
4. Utilization of Specialized Staff	16	17	16	16	18	17	17	15	16	17
5. Evaluation of Teacher Performance	30	29	26	29	28	26	26	29	29	27
6. Collegial Contacts	13	14	13	13	14	13	13	12	13	13
7. Racial and Ethnic Group Problems	16	18	21	18	18	20	20	19	19	19
8. Trouble Shooting and Problem Solving	15	15	15	15	15	15	14	15	15	15
9. Community Involvement and Support	23	24	23	24	24	25	24	23	23	24
10. Dealing with Gangs	8	9	13	9	10	10	10	10	10	10

distribution of scores. Ability scores rose until 1984, when they began a gradual decline. An analysis of the 10 specific job dimensions revealed 4 areas where the two groups of principals differed.

Analysis of Principals' Perceptions of Their Abilities in Curriculum

The SPJFI was used to collect data on the principals' perceptions of their abilities to deal with curriculum issues. The principals' perceptions of their ability in curriculum was measured by 10 test items under the two specific job functions of curriculum development and instructional material. Figure 21 and Table 27 present data that give an 8-year comparison of the principals' perceptions of their abilities to deal with curriculum issues. The scores for principals appointed 1981 through 1984 ranged from a high of 140 to a low of 11, with an average of 26. The scores after 1984 ranged from a high of 40 to a low of 14, with an average score of 25.15. The ability scores in curriculum showed a gradual increase from 1981 through 1984, while the scores for principals appointed 1985 through 1988 showed a gradual decrease.

A multiple regression analysis was also done to test for linear, quadratic, and cubic relationships. The data for the linear analysis are presented in Table 28. No significance was found for a linear progression of the predicted scores.

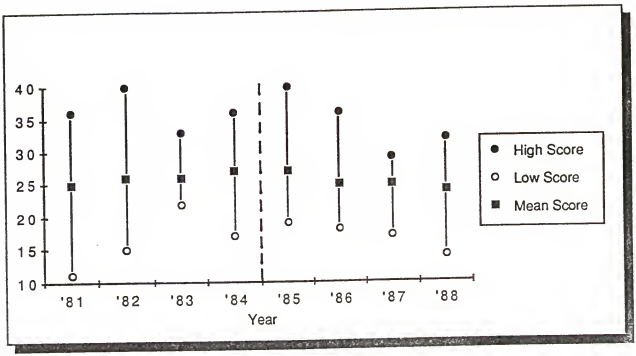

Figure 21. Principals' ratings of their ability in the area of curriculum.

Table 27

Principals' Scores on Their Ability in the Area of Curriculum

Year	High Score	Low Score	Mean Score
1981	36	11	25
1982	40	15	26
1983	33	22	26
1984	36	17	27
1985	40	19	27
1986	36	18	25
1987	29	17	25
1988	32	14	24

The quadratic analysis was not statistically significant at the 0.05 level, but the probability of the observed F ratio was 0.0666. The predicted scores for ability indicated an increase in the principals' perceptions of their abilities for those principals appointed from 1981 through 1984. In the years following 1984, the analysis indicated a decrease in the principals' perceptions of their ability to deal with curriculum. The data are presented in Table 29.

The cubic regression analysis, although not significant, showed a similar distribution of scores. Predicted scores for principals' perceptions of their ability in curriculum rose from 1981 through 1984 and then decreased in the years following 1984. The data are presented in Table 30.

The principals' ability scores in curriculum were further broken down into the two specific curriculum job functions measured by the SPJFI. The two job functions were curriculum development and instructional materials. Curriculum development was assessed by five test items that measured the principals' abilities to account to their superiors for curriculum success or failure.

Table 28

Analysis of Variance Regression Results of the Linear Relationship for Ability in Curriculum

	df	ss	ms	F	P	R^2	P>|T|
Model	1	1.62080	1.62080	0.068	0.7943	0.0055	0.7943
Error	130	3085.37162	23.733363				
C-Score	131	3086.99242					

Table 29

Analysis of Variance Regression Results of the Quadratic Relationship for Ability in Curriculum

	df	ss	ms	F	P	R^2	P>|T|
Model	2	81.35454	40.67727	1.746	0.1786	0.0264	0.0666
Error	129	3085.63789	23.29952				
C-Score	131	3086.99242					

Table 30

Analysis of Variance Regression Results of the Cubic Relationship for Ability in Curriculum

	df	ss	ms	F	P	R^2	P>|T|
Model	3	81.92260	27.30753	1.163	0.3265	0.0265	0.8766
Error	128	3005.06983	23.47711				
C-Score	131	3086.99243					

The scores of principals appointed during 1981 through 1984 ranged from a high of 21 to a low of 14, with a mean of 16. The scores for principals appointed after 1984 had a narrower range and a lower mean. Their scores varied from a high of 16 to a low of 13, with a mean of 14. In the instructional materials job function the means and ranges were the same. Ranges for both groups varied from a high of 12 to a low of 11, and both groups of principals had a mean of 12. The data are reported in Figure 22 and Table 31.

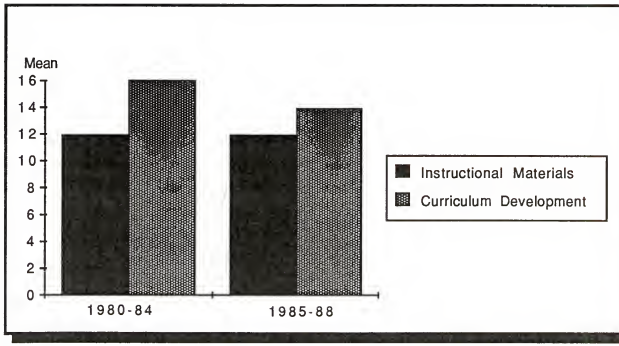

Figure 22. Principals' perceptions of their ability in specific job dimensions associated with curriculum development.

Table 31

Principals' Perceptions of the Importance of Specific Job Dimensions Associated with Curriculum Development

Job Function	'81	'82	'83	'84	'85	'86	'87	'88	Mean Score 80-84	Mean Score 85-88
Curriculum Development	21	14	14	15	15	14	14	13	16	14
Instructional Materials	12	12	11	12	12	12	11	11	12	12

Analysis of Principals' Perceptions of Their Abilities in Personnel Administration

The SPJFI was used to collect data on the principals' perceptions of their abilities to deal with personnel administration. Personnel administration was measured by 11 items that covered the two specific job function areas of staffing and working with unions. Figure 23 and Table 32 show data that analyze 8 years for scores for personnel administration. Scores of principals appointed during 1981 through 1984 ranged from a high of 43 to a low of 20, with a mean of 30.75. Scores of principals appointed after 1984 ranged from a high of 44 to a low of 20, with a mean of 29.25. Principals appointed during 1981 through 1984 gave themselves slightly higher ability ratings than principals appointed after 1984.

The multiple regression analysis for an 8-year linear relationship was not found to be significant. The results are shown in Table 33.

The regression analysis for 8 years of predicted scores did show a slight gain for both the quadratic and cubic test, but neither were statistically significant. The results are shown in Tables 34 and 35.

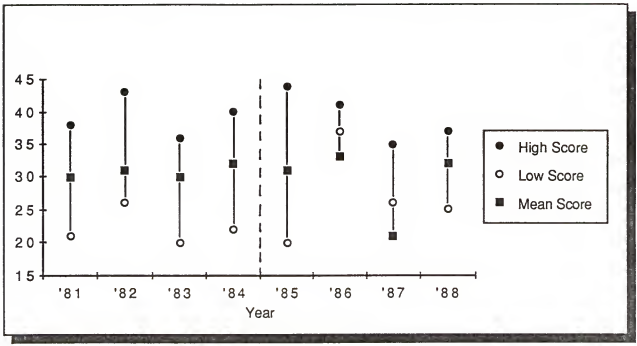

Figure 23. Principals' ratings of their ability in personnel administration.

Table 32

Principals' Scores on Their Ability in the Area of Personnel Administration

Year	High Score	Low Score	Mean Score
1981	38	21	30
1982	43	26	31
1983	36	20	30
1984	40	22	32
1985	44	20	31
1986	41	37	33
1987	35	26	21
1988	37	25	32

Table 33

Analysis of Variance Regression Results of the Linear Relationship for Ability in Personnel Administration

	df	ss	ms	F	P	R^2	P>|T|
Model	1	6.74367	6.74367	0.315	0.5758	0.0024	0.5758
Error	130	2786.49875	21.434621				
C-Score	131	2793.24242					

Table 34

Analysis of Variance Regression Results of the Quadratic Relationship for Ability in Personnel Administration

	df	ss	ms	F	P	R^2	P>|T|
Model	2	9.80369	4.901851	0.227	0.7971	0.0035	0.7071
Error	129	2783.43873	21.57704				
C-Score	131	2793.24242					

Table 35

Analysis of Variance Regression Results of the Cubic Relationship for Ability in Personnel Administration

	df	ss	ms	F	P	R^2	P>|T|
Model	3	12.4777624	4.15875	0.191	0.9021	0.0045	0.7264
Error	128	2780.76618	21.72474				
C-Score	131	2793.24242					

An analysis of the specific job functions related to personnel administration showed no differences between the two groups of principals (Figure 24 and Table 36). In staffing, the principals appointed during 1981 through 1984 had a mean of 18.5, compared to a mean of 18.25 for principals appointed during 1985 through 1988. In working with unions, the principals appointed during 1981 through 1984 showed an ability mean of 12.5 compared to an ability mean of 13 for principals appointed after 1984.

Figure 24. Principals' perceptions of their ability in specific job dimensions associated with personnel administration.

Table 36

Principals' Perceptions of the Importance of Specific Job Dimensions Associated with Personnel Administration

Job Function	'81	'82	'83	'84	'85	'86	'87	'88	Mean Score 80-84	Mean Score 85-88
Staffing	18	19	17	20	17	20	17	19	18	18
Working with Unions	12	13	12	13	12	14	13	13	13	13

Analysis of Principals' Perceptions of Their Abilities in General Administration

The SPJFI was used to collect data on the principals' perceptions of their abilities to deal with issues in general administration. The dimension of general administration was measured by 21 test items that covered three specific job dimension areas. An analysis for an 8-year comparison of raw scores in ability in general administration is shown in Figure 25 and Table 37. Scores of principals appointed during 1981 through 1984 varied from a high of 84 to a low of 42 and had a mean of 60.75. Principals appointed after 1984 reported a high of 82 and a low of 47, with a mean score of 61.5. Principals appointed during 1985 through 1988 reported a slightly higher ability mean in general administration than those appointed during 1981 through 1984.

The multiple regression analysis to test for linear, quadratic, or cubic relationships was not statistically significant in any of the three tests. The data are presented in Tables 38, 39, and 40.

Principals' abilities scores in general administration were further broken down into the raw scores related to each specific job function for analysis.

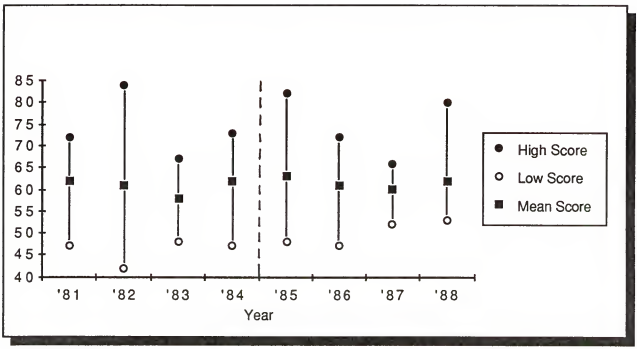

Figure 25. Principals' ratings of their ability in general administration.

Table 37

Principals' Scores on Their Ability in the Area of General Administration

Year	High Score	Low Score	Mean Score
1981	72	47	62
1982	84	42	61
1983	67	48	58
1984	73	47	62
1985	82	48	63
1986	72	47	61
1987	66	52	60
1988	80	53	62

Table 38

Analysis of Variance Regression Results of the Linear Relationship for Ability in General Administration

	df	ss	ms	F	P	R^2	P>|T|
Model	1	3.03023	3.03023	0.052	0.8208	0.0004	0.8208
Error	130	7642.26522	58.78666				
C-Score	131	7645.29545					

Table 39

Analysis of Variance Regression Results of the Quadratic Relationship for Ability in General Administration

	df	ss	ms	F	P	R^2	P>|T|
Model	2	3.06262	1.53131	0.026	0.9745	0.0004	0.9814
Error	129	7642.23283	59.24211				
C-Score	131	7645.29545					

Table 40

Analysis of Variance Regression Results of the Cubic Relationship for Ability in General Administration

	df	ss	ms	F	P	R^2	P>|T|
Model	3	14.29003	4.76334	0.080	0.9708	0.0019	0.6650
Error	128	7631.00542	59.61723				
C-Score	131	7645.29545					

The first job function, working with central office, dealt with the principals' abilities to maintain good communication with central office staff and to apply policy. It was measured by nine test items. The scores of principals appointed during 1981 through 1984 ranged from a high of 31 to a low of 25, with a mean of 27.5. Ability scores of principals appointed 1985 through 1988 ranged from a high of 28 to a low of 26, with a mean of 27.0. The second job function, safety, dealt with principals' abilities to watch for safety problems and was measured by seven test items. Scores of principals appointed 1981 through 1984 ranged from a high of 20 to a low of 18, with a mean of 18.25. Scores of principals appointed after 1984 stayed a consistent 18 for each of the 4 years. The third job function dealt with fiscal control and the principals' abilities to manage school

funds. Both groups had scores that ranged from a high of 18 to a low of 16, and both had a mean of 16.75. The data are presented in Figure 26 and Table 41.

Summary

Three specific questions were addressed in this study. The first question posed in the study asked the extent to which the HRDP, which began in 1984, has affected the demographic characteristics of race, sex, years of experience, and levels of educational degrees earned of Florida high school principals. The data indicated that there were some changes occurring around 1984. Principals appointed during the period 1985 through 1988 have more specialist and doctoral degrees than the group of principals appointed 1981 through 1984. The race and sex data also indicated some change. Although the white male remained the predominate appointee to the high school principalship throughout the 8-year study, there were fewer black principals appointed during the 1985 through 1988 period, while the appointment of hispanic and female principals increased after 1984. When comparing the years of experience and age of both groups, principals appointed 1981 through 1984 tended to have a little more experience and were slightly older than principals appointed 1985 through 1988.

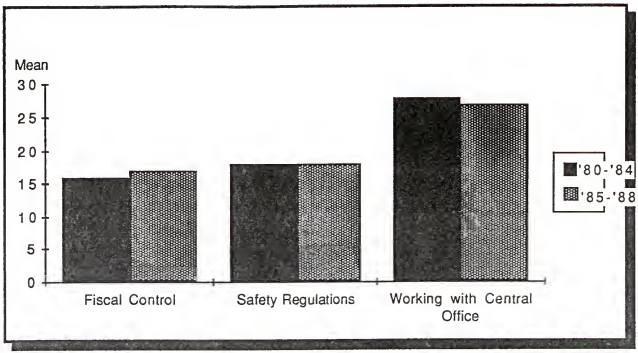

Figure 26. Principals' perceptions of their ability in specific job dimensions associated with general administration.

Table 41

Principals' Perceptions of the Importance of Specific Job Dimensions Associated with General Administration

Job Function	'81	'82	'83	'84	'85	'86	'87	'88	Mean Score 80-84	Mean Score 85-88
Working with Central Office	31	27	25	27	28	27	26	27	28	27
Safety Regulations	18	18	17	20	18	18	18	18	18	18
Fiscal Control	18	17	16	16	18	16	16	17	16	17

The second question asked whether there was a statistically significant difference between principals appointed in the years 1981 through 1988 and their perceptions about the importance of four professional job dimensions to the successful high school principalship. A regression analysis was done to test for linear, quadratic, or cubic relationships that could give some indication as to whether newly appointed principals' perceptions about the importance of the four professional dimensions were different before and after the time the HRDP was implemented in 1984. The analysis indicated there were statistically significant quadratic relationships between years of appointment and two of the professional dimensions. Principals appointed from 1981 to 1984 scored higher on importance ratings in relationships with people and groups than did the principals appointed from 1985 to 1988. General administration was the second dimension where a significant relationship was found. Principals appointed from 1981 to 1984 had lower importance scores in this dimension than did the principals from 1985 to 1988. In two of the professional dimensions, curriculum and personnel administration, no significant relationships were found between year of principals' appointments and how they viewed the importance of the two dimensions. The

analysis showed little variation in the predicted importance scores over the 8 years involved in the study.

Question three asked if there was a statistically significant difference among the principals appointed in the years 1981 through 1988 and their perceptions of their abilities to perform the duties associated with the four professional job dimensions as measured by the SPJFI. A second multiple regression was done to test for the linear, quadratic, and cubic relationships that could give some indication as to whether principals' perceptions about their abilities in the four job dimensions were changing at or about the time the HRDP was implemented. The analysis did not indicate a statistically significant difference between the two groups of principals in any of the four professional dimensions. Two of the dimensions, relationships with people and groups and curriculum, were significant at the .06 level and might warrant further investigation.

CHAPTER IV
CONCLUSION AND RECOMMENDATIONS

The extent of changes in selected demographics and selected professional dimensions of high school principals in Florida following implementation of the Human Resource Development Program in 1984 was examined in this study. All Florida high school principals appointed during the 8 year period 1981 through 1988 were surveyed. Data consisted of responses to a demographic questionnaire and the School Principal Job Function Inventory. The study specifically addressed the following three questions:

1. Are there differences between the high school principals appointed prior to the Human Resource Development Program (HRDP) in 1984 and the high school principals appointed after 1984 with respect to the demographic characteristics of race, age, years of experience, earned college degrees, and gender?

2. Are there differences among the high school principals appointed in the years 1981 through 1988, in terms of how they view the relative importance of the identified job functions measured by the School Principals' Job Function Inventory (SPJFI)?

3. Are there differences among the high school principals appointed in the years 1981 through 1988, in terms of how they describe their ability to carry out the job functions as measured by SPJFI?

In conducting the study, the researcher identified all Florida high school principals appointed during the years of 1981 through 1988. The entire population was used in the study and was asked to fill out a demographic survey, as well as a School Principal's Job Function Inventory that measured their importance and abilities in four major professional dimensions. Upon collection, the data were organized and analyzed to show differences between the two groups of principals and thereby determine any affect of the HRDP.

Conclusions

From the analysis of the data in this study, several findings emerged. The first major conclusion was related to the possible changing trends in demographics when comparing principals before after the implementation of HRDP. The results indicated that there were some demographic differences between the two groups. Although this study did not determine the statistical significance of differences in the demographics, it does suggest a possible trend that may warrant further research. When comparing the two groups, principals appointed after 1984 tended to be slightly younger, with fewer years of

experience, and also tended to possess more advanced earned degrees. Of the principals appointed during the years 1981 through 1984, 27% had advanced specialist and doctoral degrees, compared to 41% after 1984. While the dominant appointee to the high school principalship throughout the 8 years remained the White male, there were also some race and sex differences between the two groups. The data reflected a 3% increase in White principals after 1984, along with a 3.9% increase in Hispanic principals. This was accompanied by a 6.2% decrease in the number of Black principals appointed to the high school principalship after 1984. The same trend was found in the sex of high school principals. Although male appointments were dominant throughout the 8 years, there were 8% fewer males appointed after 1984 and 8% more females appointed.

The second major conclusion was related to the multiple regression analysis of the importance of four professional job dimensions measured by the SPJFI. The data reflected that there were statistically significant trends in how principals felt about the importance of relationships with people and groups and general administration. The data indicated a trend reflecting a feeling of lesser importance of relationships with people and groups for principals appointed during the period 1985 through 1988. The trend was for principals appointed during the 1981 through 1984 period to place higher

importance ratings on being personally involved with students, communicating to staff about evaluation results, and problem solving with interpersonal contacts. They also assigned greater importance to staying in contact with collegial contacts and with other professionals and with developments in the field of education. In addition, they also indicated a greater personal concern about the importance of taking positive action to deal with racial and ethnic problems. Although the data are not conclusive, they would indicate that principals appointed during 1981 through 1984 placed a greater level of importance on communication with people and being personally involved with helping individuals improve, solve problems, and adjust to school.

In the professional dimension of general administration, a trend was apparent which reflected principals appointed 1985 through 1988 assigned an increasing level of importance to duties related to general administration than did principals appointed 1981 through 1984. Principals appointed after 1984 had higher importance ratings in areas such as maintaining good communication with the central office, administering safety policies, and planning for school budgets. While principals appointed during 1981 through 1984 emphasized the importance of relationships with people and the personal handling of individual and group problems, the

principals appointed 1985 through 1988 stressed the importance of general administration duties related to school accounts and maintaining good two-way contact with the central office.

One possible explanation for this difference deals with the purpose and political atmosphere in the years before the beginning of the HRDP in 1984. In the years from 1981 through 1984, there was a great deal of concern about effectiveness research as it related to teachers, schools, and leaders. The beginning teacher program, career ladders, publication of "A Nation At Risk," and the results of the National Commission on Excellence all worked together to create an increasing concern about the effectiveness of American high schools. The HRDP, as a result of the Management Training Act, was part of Florida's response to this movement toward excellence and school improvement. It is possible that the HRDP and the level of concern by the people actually selecting principals in 1984 and 1985 were a result of the general concern for educational excellence. This may have resulted in principals being selected that exhibited increased perceptions of importance and abilities in four of the eight professional dimensions. The results would bring into question whether the HRDP itself is accomplishing what it was meant to do in terms of developing and selecting principals that view the

principals competencies as important and see themselves as able to successfully perform the competencies.

The third major conclusion in the study was related to the multiple regression analysis done with the principals' perceptions of their abilities to perform the duties of the professional dimensions measured by the SPJFI. Although not statistically significant to the 0.05 level, two of the professional dimensions approached statistical significance warranting further research. Principals appointed 1985 through 1988 tended to report lower ability scores in the areas of personal involvement with student problems and teacher evaluations. The analysis for the professional dimension of ability and curriculum also approached significance. Principals appointed after 1984 indicated lower ability scores in curriculum development and being held accountable for curriculum successes and failures to superiors.

The final conclusion relates to a consistent pattern of data distribution in the importance and ability graphs of the four professional dimensions. In the eight graphs dealing with the principals' assessments of importance and their abilities in the professional dimension, seven of them showed a parabolic configuration. The graphs started with low scores in 1981, and rose to high scores in 1984 or 1985, and then dropped back to low scores again in 1988. This configuration would suggest that the rise in

importance and ability scores were due more to a heightened awareness and increased level of concern about the HRDP and the associated skills rather than a result of improved training and expectations. If the HRDP linked in some way to sustained changes, then the scores would not have begun to drop again as the analysis moved further from the 1984 institution of the program.

The findings in this study would suggest that following the institution of the HRDP some demographics of educators appointed to the high school principalship have changed. The study would further suggest that there were some differences between the two groups of principals and their perception of the importance and their abilities in several of the professional job dimensions. However, these differences may not be due to change brought about by the HRDP. They may be more related to increased levels of concern in the administration profession around the years 1983 through 1985.

Just as important as what did change are the areas that showed no significant change over the 8 years. In only two dimensions, the importance scores for relationships with people and groups and general administration, indicated statistically significant trends among the groups of principals. The importance rating for curriculum and personnel administration indicated no trends among the groups. In the ability scores, two of

the professional dimensions, personnel administration and general administration, showed little variation over the 8 years. The findings suggest that the implementation of the HRDP has not been accompanied by a great deal of change in principals' portrayed awareness of the competencies.

Conclusions Summary

Based on the analysis done in this study, some differences do exist between principals appointed before and after the institution of the HRDP in 1984. The program first appears to have had some impact on the demographics of principals. Principals appointed after 1984 tended to be younger, with less experience, higher academic degrees, and male. Although there were some increases in appointments of female and Hispanic principals, the dominating appointee is still the White male. Second, the HRDP appears to be associated with some difference in perception about the importance of professional dimensions. In analyzing the data on importance of these two professional dimensions, an interesting trend occurred. Scores tended to increase toward 1983, 1984, and 1985 and then began to decrease back to low scores similar to those in 1981. The parabolic distribution of scores would indicate that the rise in scores in and around 1983, 1984, and 1985 may be due to increased awareness and political concern, and that

the HRDP has not created the sustained change in leadership.

Recommendation

Assuming the HRDP was enacted to facilitate positive changes in principal selection outcomes and noting the absence of support for such changes in this study, the continuation of the HRDP is not justified without modification. Using the rationale applied in this study, the HRDP has not made a lasting difference in either the perceived importance or abilities of associated professional job dimensions. Further study may be needed that would be based upon different rationales to determine the HRDP effectiveness. Future research could measure principals' perceptions and abilities of the 17 Florida leadership competencies, and whether principals appointed as a result of the HRDP are producing more effective schools in terms of data such as attendance, test scores, discipline, and vandalism.

Recommendations for Further Research

1. In the years following 1984, there was approximately a 6% decrease in the number of Black individuals appointed to the principalship. Further research is needed to determine if the HRDP is selectively biased against Blacks and other minorities.

2. The two groups of principals differed on the assignments of importance that they gave to professional

dimensions. Principals before 1984 stressed being personally involved with student problems and teacher evaluations, while principals after 1984 stressed the fiscal and bureaucratic issues of fiscal control and central office relations. Further study is needed to determine if the HRDP is encouraging the appointment of bureaucrats rather than visible, creative leaders.

3. The data distribution in seven of the eight professional dimensions had the lowest scores in 1981 and 1988 and the highest scores in 1984 and 1985. It appears that the system was doing a better job of selecting principals with higher perceptions of the importance of professional dimensions and of their abilities to perform these dimensions in 1984 and 1985. Research is needed to determine how the level of competency awareness and ability of principals presently being appointed compares with those principals appointed in 1984 and 1985.

4. Research needs to be conducted on Florida's 17 administrative competencies and new principals assigned to leadership positions. The research needs to be of the nature to determine the principals' levels of concern about the competencies, as well as their ability to perform the duties associated with those competencies.

5. Scores in the areas of teacher evaluation and curriculum development have been decreasing since 1984. Research needs to be done to determine what role

principals are presently taking in evaluation and accountability for the success of curriculum.

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APPENDIX A
CORRESPONDENCE TO FLORIDA HIGH SCHOOL PRINCIPALS

Dear

I hope that this has been a good year for your school system and that the summer will provide good planning opportunities for next year.

I am presently working on my dissertation at the University of Florida under the direction of Dr. James Longstreth. I am looking at the Management Training Program and the effect it has had on the high school principalship. In order to collect my data, I am surveying 255 Florida educators who either are, or have been, high school principals during the past eight years. I need your coordination in filling out three survey instruments.

1. School Principal Job Function Inventory - (Importance Rating) - This is a standardized procedure for identifying your perception of some of the major dimensions that make up the principals's job. Please read the general instructions involving Steps 1 and 2 carefully - on page 2 of the instructions.

2. School Principal Job Function Inventory - (Ability Rating) - This inventory provides a standardized procedure for rating your ability to perform some of the functions related to the dimensions of the principal's job. Again, please be careful to read the general instructions on page 2 of the instructions.

3. Trends Among Florida Principals - This survey is for the purpose of collecting demographic information about high school principals over the past eight years.

I realize that I am asking a great deal from some of the busiest people in the State of Florida, but it is the only way that I can successfully take a look at what the Management Training Program has meant to us as high school leaders. My study will not include the names of principals, schools, or districts, and I will certainly be happy to share my results with you.

I have enclosed a tea bag and a stick of gum for your enjoyment as you take some time to sit down, relax, and fill out the surveys. If you have any questions about the instruments, or my study, please do not hesitate to call me or my secretary, Mrs. Peggy Poysell, and we will try to answer any questions you may have.

I would like to have the instruments returned to me by the first week of July, and have enclosed a self-addressed, stamped envelope for your convenience. I sincerely want to thank you for your help with my dissertation. We are fortunate to work in a state that has built such a professional bond between its high school principals that has resulted in all of us continually reaching to be the best we can be.

Enjoy your tea and thanks for your help.

Sincerely,

Harold Winkler
Principal, Vero Beach High School

MEMO

TO:

FROM: Harold Winkler, Principal

SUBJECT: Job Function Inventory Surveys

On June 7, 1989, I sent you a copy of two Job Function Inventories and a demographic survey to fill out. I realize that all of us as high school principals are extremely busy and I apologize for the inconvenience I am causing you with the amount of time it takes to do the surveys.

I sincerely appreciate the response and cooperation I have gotten statewide. Thus far, I have not received your surveys and would appreciate it if you could possibly take the time to fill them out and return them to me at Vero Beach High School. If you have any questions or you need another copy, please feel free to call me or my secretary, Mrs. Peggy Poysell, at (407)778-7010.

Again, I appreciate the cooperation I have already gotten, as I realize that high school principals live in a non-stop, competitive, world with not enough hours in a day to get the job done. However, I need your surveys in order to have a valid study in working with the University of Florida to determine what effect the Management Training Program has on high school principals over the past eight years, and what we might be able to recommend in the way of future help and training for high school principals.

Thank you again for your kind assistance and cooperation.

Sincerely,

Harold Winkler
Principal

APPENDIX B
DEMOGRAPHIC DATA ASSESSMENT INSTRUMENT: TRENDS AMONG FLORIDA PRINCIPALS

Trends Among Florida Principals

Name _____

District _____

According to the Florida Directory, you were first appointed principal in the _____ school district in 19__. If this is incorrect, please put the correct district and year in which you were first appointed as a principal.

District _____ Year _____

1. Sex ____Male ____ Female

2. Age _____

3. Race ____White ____Indian_____
____Black ____Other_____
____Hispanic
____Oriental

4. Prior to your first appointment as a principal, indicate the number of years experience you had in the following categories:

Teacher _____
Assistant Principal _____
Other _____

5. Are you currently in the position indicated above?

____Yes ____No

6. If no, which of the following applies?

____ transferred to another principalship
____ transferred to another type of administrative position
____ retired
____ no longer employed by the district
____ transferred to non-administrative position

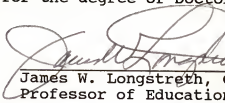
7. Please indicate your college degrees, major, year graduated, and the institution from which you received your degree.

Degree	Year Received	Institution	Major

BIOGRAPHICAL SKETCH

Mr. Harold E. Winkler, Jr., was born in Hamilton, Ohio, in March of 1945. He attended school in Hamilton and graduated from Garfield High School in 1963. After graduation, Mr. Winkler attended Ohio State University in Columbus, Ohio, graduating in 1967 with a degree in science. In 1972, Mr. Winkler went to Indian River County to teach science. He attended Florida Institute of Technology where he completed his Master of Science degree in August of 1978. In 1979, Mr. Winkler was promoted to Director of Teacher Education and Inservice Programs. In 1981, he was promoted once again to the principal of a middle school; in 1983, he moved to the principalship at a junior high school; and in 1985 he became principal of a high school. Mr. Winkler has accepted the superintendency position in Houghton Lake, Michigan, effective July 1, 1990.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.



James W. Longstreth, Chairman
Professor of Educational Leadership

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

Forrest W. Parkay
Professor of Educational Leadership

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

Michael Y. Nunnery
Professor of Educational Leadership

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

Mary B. Rowe
Professor of Instruction and
Curriculum

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Education.

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David E. Smith

Dean, College of Education

Dean, Graduate School